

DOCUMENTARY HISTORY

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OF

*EDUCATION*  
*IN UPPER CANADA*  
(ONTARIO)



1872



Government  
Publications



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# DOCUMENTARY HISTORY OF Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION  
OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXIV., 1872.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

**J. GEORGE HODGINS, I.S.O., M.A., LL.D.**

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER  
OF EDUCATION ; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.



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## PREFATORY NOTE TO THE TWENTY-FOURTH VOLUME.

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The Contents of this Volume are of an unusual character. Not only does it contain the records of the Educational events of the years 1871-1872, but also a voluminous Correspondence, greatly condensed, of a very peremptory, and thinly veiled, censorious character, which took place in the latter year, between leading Members of the Government, the Council of Public Instruction and the Chief Superintendent of Education.

In that Correspondence the proceedings of the Council of Public Instruction were called in question, and the "Statutory Authority" of its Acts and Regulations demanded and insisted upon. In more than one instance were these Acts and Regulations disallowed by Order of the Lieutenant-Governor-in-Council; but, what was entirely unusual in Government affairs, the directions and recommendation to School Trustees, of the Chief Superintendent of Education were treated in the same manner.

So strong was the feeling of irritation caused by this unusual and arbitrary course on the part of the Government, that the Council of Public Instruction decided to petition the Legislature against the injustice of such proceedings, and claimed that the explanatory defence of its Acts and Regulations, which it had made to individual Members of the Government should be laid before the House of Assembly, and thus made public. The Chief Superintendent also sought permission, under the authority of the School Law, to submit the question of the legality of his proceedings to a Judge of one of the Superior Courts of Law. This right was denied him, as had been the request to make public the defence of the Council of Public Instruction.


Thus, while the Government of the day allowed neither the Chief Superintendent of Education, nor the Council of Public Instruction any freedom, or discretion, in framing Instructions and Regulations in carrying out the provisions of the comprehensive School Law of 1871, it persistently refused to allow either party thus treated an opportunity to put the public in possession of the facts of the case from their standpoint.

The object of such an arbitrary proceeding on the part of the Government does not appear, but it was felt at the time to indicate a clear case of "want of confidence" in both the Chief Superintendent of Education and the Council of Public Instruction.

J. GEORGE HODGINS,

Historiographer of the Education Department.

TORONTO, April 25th, 1908.



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## CHAPTER I.

### CORRESPONDENCE OF THE CHIEF SUPERINTENDENT OF EDUCATION WITH DEPARTMENTS OF THE GOVERNMENT, 1872.

(BEING RETURNS ASKED FOR BY THE HOUSE OF ASSEMBLY).

- I. WITH THE HONOURABLE EDWARD BLAKE, PRESIDENT OF THE EXECUTIVE COUNCIL.
- II. WITH THE HONOURABLE ALEXANDER MACKENZIE, PROVINCIAL TREASURER.
- III. WITH THE HONOURABLE PETER GOW, PROVINCIAL SECRETARY.
- IV. WITH THE HONOURABLE ARCHIBALD MCKELLAR, COMMISSIONER OF PUBLIC WORKS.

#### PART I.—CORRESPONDENCE WITH THE PRESIDENT OF THE COUNCIL.

##### I. LETTER FROM THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I enclose you a Letter from the Township Clerk of the Township of Brant, which you will observe states a difficulty with reference to School Sections, and asks that the matter should be laid before you. I shall be glad to receive any observations that you may think fit to make on the question and communicate them to Mr. Sullivan, whose Council, I am aware, from personal communication, is anxious to have an early disposition of the matter.

Would you have the goodness, when replying to this Letter, to return to me Mr. Sullivan's Letter.

TORONTO, 9th January, 1872.

EDWARD BLAKE.

##### ENCLOSURE. LETTER FROM THE TOWNSHIP CLERK OF BRANT.

As I agreed yesterday I send you a statement of our School Section. The reason of the changes being called for, in the first place, was the incorporation of Walkerton as a Town, which left the County portion of the School Section Number 2 without sufficient School Accommodation, the Town having children enough for its School Accommodation.

The Council then called for a Delegate to be sent from each Section representing the wants of the Section. The Delegates from across Saugeen River (*i. e.*, the Section west of the River), reported that their people, as a majority, wanted no change. Those east of the river did ask for changes to be made. You will understand that the River itself makes the great difficulty in forming Sections of an equitable size and shape. The Council then asked me to get up Maps of the Township and give them to some parties who wished to try their hands at getting up School Plans. Two of those Plans left a portion of the Township, about 600 Acres, without any School Accommodation, and could not be adopted. Another Plan, which I assisted in getting up myself, did accommodate the whole Township, but not a majority of its Council. The School Committee then got up a Plan, in which there are some strange irregularities, but it suited themselves, and so it was advertised and passed by the Council on the 21st day of December past, although the advertisement stated that it was to be passed on the 20th.

One of the irregularities of the By-law is that School Section Number 10 contains 6,000 Acres with an Assessment of \$53,600, while School Section Number 9 contains not quite 3,300 Acres and an Assessment of \$21,900, the Sections lying side by side. Another is that a Ratepayer who is three miles from the School House in Section Number 6 in which he is placed, is only two miles from the School Site of Section Number 9, and another Ratepayer of Section Number 9 is placed in the same predicament as regards Section Number 6, their children having to pass one another on the road to School. There is still a worse case as regards Section Number 3 and the Hanover Union, as some of the children of the latter Section live within three-quarters of a mile of the centre of Section Number 3, yet have to go two and a half miles to the Hanover School.—also

some of the children of the said Section Number 3, after travelling two miles on their way to School will meet those of the Hanover Union School going a different road to their own School. Four of the Townships Council came out this year opposed to the By-law and were elected by large majorities, which plainly showed that the majority of the Township opposed the By-law. Now, our Township Solicitor, Mr. Shaw, gives it as his opinion that the new Council can repeal the By-law at its first meeting, which they intend to do. Now, as three new Sections will be left without School Accommodation for some time after the close of the year, unless they can have the power of electing Trustees and proceeding with their School Houses during the Summer, we want to know if something cannot be done to allow them to do so. Some parties in the new Sections formed by the By-law, being satisfied with the change, are about to proceed and build new School Houses. Will the repealing of the By-law prevent them from doing so? It would be a great hardship to tax people for the building of a School House, which at the end of a year would be rendered useless. Now, a great difficulty exists here. If the By-law which has been passed stands good until the 25th day of December next, (as some believe it will), the Trustees will have to provide School Accommodation according to Law. The said By-law being repealed and a new one passed, such Accommodation would only be of service for one year, and would entail a great expense.

I believe it is the intention of our Council to pass a new By-law in the early part of this year, say the month of April, or May. Now, such By-law being passed, and not taking effect until the end of the year will leave three new Sections without Schools at the commencement of the year, which is a very bad time to commence to build School Houses.

Please to lay the matter before the Reverend Doctor Ryerson, and ask him to assist us out of the difficulty.

MALCOLM, 6th January, 1872.

DANIEL SULLIVAN, Township Clerk, Brant.

## II. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of the 9th instant, enclosing one from Mr. Daniel Sullivan, (which I herewith return), of the Township of Brant, stating certain difficulties which have arisen in the changes of the boundaries of School Sections in that Township, caused by the incorporation of Walkerton as a Town.

In reply I may remark that this is one of the many hundreds of disputes which have arisen in the formation and alteration of School Sections in Townships, all of which would disappear if the people would consent to have Township Boards and School Trustees.

I have never had authority to interfere in such matter, except by way of friendly advice. It is impossible for any other than a local tribunal to judge of the statements and comparative claims of differing parties.

Great jealousy has been felt as to any body out of the Township being invested with power to decide on any such matters; but I sought to provide a remedy for such cases as Mr. Sullivan represents by the 16th Section of the School Act of last year.

In the matter which Mr. Sullivan states, two courses are open to the complaining parties. One is to get the Township Council of the present year to repeal the By-law passed by the Council of the last year, but the repealing By-law cannot take effect before the 25th of next December. The other course is for the parties aggrieved to appeal to the County Council as provided in the 16th Section of the School Act of last year.

It will be observed, that if the Trustees, or any five Ratepayers of individual Sections appeal, the decision of the Committee appointed by the Council to confirm, or disallow, the complained of By-law, may take effect immediately, but if the object be to rearrange the School Sections generally, as provided in the latter part of same Section of the Act, the decision cannot take effect before the close of the year,—at the same time that a repealing By-law of this year's Municipal Council would take effect.

In the meantime there are no means of preventing Trustees of School Sections, as they now exist, from proceeding to erect School Houses, if they think proper to do so.

TORONTO, 10th January, 1872.

EGERTON RYERSON.



### III. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am in receipt of your Letter of the 10th instant, No. 388, L. 3, touching Brant School Sections. It seems somewhat anomalous that a Township Council which is expiring, should be able, in the third week in December, to pass a By-law taking effect immediately, while the new Council, elected perhaps on that very question, is unable to prevent the obnoxious By-law from taking effect, or expense being incurred under it. I beg to suggest that this state of things indicates the propriety of some change in the Law; and if you concur in this view I shall be glad to learn what change you would propose.

TORONTO, 11th January, 1872.

EDWARD BLAKE.

### IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE COUNCIL.

I have the honour to state in reply to your Letter of the 11th instant, that the question to which you refer has been attended with more difficulty and trouble, (including Union School Sections), than any other connected with the administration of the School System. This will appear from my remarks in submitting the Draft of the 16th Section of the School Bill of last Session, and which I herewith enclose.

The reasons for not having alterations in School Sections take place before the end of the year, was to prevent the calculations and engagements of the Trustees of a School Section being disturbed until the completion of their year's labours; but it was not supposed that the Members of any Township Council would, on the eve of their expiration of office, do as the Members of the Municipal Council of Brant are alleged to have done. But I have always found myself mistaken, when I have accepted, without reserve, the representations of one party in such a dispute, without waiting to hear the representations on the other side.

Mr. Sullivan has one theory, and is clearly of one party in the matter, and the recent elections in the Township of Brant may have turned largely, if not wholly on other issues than that of the alteration of the School Sections.

You will observe, that in the case of every aggrieved School Section that may complain to the County Council, the decision of the Committee takes effect immediately, disallowing the By-law as far as each of such School Sections is concerned.

I have at times strongly leaned to the proposal of having the whole work of forming and altering School Sections placed in the hands of County Councils, through a Committee as that appointed to settle questions of complaint; and much may be said in favour of such an arrangement; but I have been unwilling to take away from Township Councils a power which, upon the whole, has been beneficially exercised.

I think the most simple and perhaps least objectionable remedy for the evil to which you refer, is a provision not permitting a Township Council passing a By-law, after April, in any one year, to alter the boundaries of any School Section. This would prevent such changes from being sprung upon the people, and afford dissatisfied parties an opportunity to appeal to the County Council at its June Session, and the decision of any Committee of its appointment, whether in case of an individual Section, or the revisals of all the Sections of a Township, could be made in July, or August, so as to give ample notice, and would take effect at the close of the year and before any obnoxious By-law could go into operation.

I have been anxious to get release from work which oppresses me more than in former years, rather than have anything further to do with any School Legislation, but if you think an immediate remedy should be provided for the evil which has been brought under your notice, I think certain other matters connected with the present School Law should be taken into consideration. Mr. McKellar has had much experience in School matters and I think Mr. Mackenzie has also had some experience of the same kind. I am willing to confer with you, Mr. McKellar and Mr. Mackenzie on the subject at any time and place you may appoint; and you will then, of course, decide as you shall judge best upon any future proceedings you shall deem expedient.

TORONTO, 12th January, 1872

EGERTON RYERSON.

## V. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge receipt of your Letter of the 12th instant.

The suggestion which you make as to the mode in which the School Law should be changed was among those which had occurred to myself upon that subject and is probably the best.

With reference to your proposal as to the consideration of some other amendments to School Legislation, it is not my desire to propose for the consideration of the House this Session any such Legislation, unless it is required at this juncture. I rather infer from your Letter that you do not consider that there are any matters which are urgent; but if I am mistaken I shall be glad to learn from you any points on which you think Legislation urgent, and will then submit them to my Colleagues, and if necessary arrange for the interview which you propose.

TORONTO, 15th January, 1872.

EDWARD BLAKE.

## VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of the 15th instant, and thank you for the courtesy of the remarks which it contains. Having conferred with Doctor Hodgins, the Deputy Superintendent, on the whole subject of your Letter, we are of opinion that any Legislation affecting the School Law had better take place during the present Session. The School Act and Regulations of last year have been successful in giving an elevating and onward impulse to the whole School System beyond my anticipations, but, in so great changes, or rather in so great a forward step, I felt that defects and weak points might be developed which would require remedy. Therefore, instead of having the School Acts and Regulations printed in official form, I made no use of the \$650, voted last Session of Parliament for that purpose, but had the Acts and Regulations printed in the *Journal of Education*, requesting the Inspectors of both High and Public Schools to observe carefully the application and working of every Section of the Law, every Regulation, and every part of the Programme of Studies, not only in Cities and Towns, but in the rural Sections especially, and to transmit me the result in special Reports at the end of the year, so that we might revise and mature the whole before final publication in an official form. I have received many of these Reports; and I am glad to find fewer defects and difficulties in the way of accomplishing what I had proposed than I had feared. But the test of experiments has shown some omissions and defects in the School Law, for which it is desirable to provide a remedy. Doctor Hodgins has, at my request, prepared a Memorandum, suggesting certain amendments in the School Law. I do not quite concur in all his suggestions; but I enclose his Memorandum with certain Letters accompanying it for your consideration. It will serve as a basis for considering the subject, which I shall be prepared to confer upon at any time, and in any manner you may desire. The School System has always been considered as much the property and work of one party, as of another. The common proprietorship and co-operation was partially disturbed last Session of Parliament. I am anxious that it should be fully restored, and maintained, especially as from frequent though brief attacks of illness, I can make no calculations for the future.

TORONTO, 17th January, 1872.

EGERTON RYERSON.

ENCLOSURE.—MEMORANDUM ON AMENDMENTS TO THE SCHOOL LAW OF ONTARIO, RESPECTFULLY SUBMITTED TO THE CHIEF SUPERINTENDENT.

NOTE. As the new School Law, which gives life and vigour to our whole School System, is only now fairly in operation, it is highly desirable at the very earliest time to remedy the defects in it which are pointed out in this Memorandum.

1. *Alterations of School Section Boundaries.*—The 16th Section of the Act of last year might be amended, so as to prevent the outgoing Township Councils from altering



the boundaries of School Sections at the close of the year,—often a few days before such alterations take legal effect. This power should not be exercised later than in April of each year, so as to give time for appeal to the County Council at its June Session. The Committee appointed by the Council could then revise the boundaries, or otherwise settle the dispute in July, or August, and give ample notice of the fact some time before the close of the year, so that all parties concerned could prepare for the change. Township Councils are now restricted to their August Meeting, in their levy of Rates for Trustees.

2. *School Sites—Restrictions as to Orchards, etcetera.*—The 17th Section of the same Act might be made declaratory to the effect that it does not apply to the enlargement of School Sites selected before the passing of the Act, as all sales of School Sites, up to that date were voluntary. Many Owners of Land taking advantage of the wording of the Act, refuse to allow Trustees to enlarge their present Sites when they are within one hundred yards of the Orchard, House, etcetera. Some have even put up Shanty Houses, at a nominal rent, so as to take advantage of the Law as it now stands.

3. *Township Board of Trustees.*—The 14th Section of the same Act might be amended so as to provide that School Sections which have erected good School Houses of a certain valuation to be determined, should be exempted from taxation for new Houses in other parts of the Township where this had not been done. It might be well to consider whether it would not be better further to amend the Law, so as to authorize two, or three, of the existing School Sections, (according to the size of the Township), to unite and elect one member of the Township Board, to retain the existing boundaries, (subject to alteration by the Board), for taxation purposes, but to abolish them so far as they now restrict the right of each Rate-payer to send his child to the School of the Section in which he pays School Rates. In the Report of the Chief Superintendent, (about to be laid before our Legislature), the success of the Township Board system is illustrated.

4. *Issue of Debentures by Trustees.*—The disputed question as to the authority of Trustees to issue Debentures, or give notes of hand, should be settled. As the Law now stands the Township Council may authorize Trustees to borrow money for the purchase of Sites, or the erection of School Houses; if the Council does so, it must cause to be levied on the Section concerned in each year, (for a term of years, as agreed upon), a sufficient sum to pay principal and interest. Judge Morrison, (in 25, Q. B. R. 409), says the Council “should provide the means for securing repayment of the amount borrowed by levying,” etcetera. Some Councils refuse to issue Debentures and say the Trustees should do so; but no such authority is given to Trustees by the Act, as in the case of Municipal Councils. Besides, if the Trustees do issue Debentures, their Section may be broken up by a Township Council, by a Committee of the County Council, or by the Reeves and Inspectors, and the Corporation dissolved before the Debentures, or Notes mature, which cannot be done in the case of a Township Corporation. The accompanying Letter from the Clerk of the Township of Saugeen furnishes an illustrative case in point. The only apparent exception to the Law as stated is that provided for in the 276th Section of the Municipal Institutions Act. This Section authorizes Trustees to borrow Clergy Reserve moneys from a Township Council, and to pass a By-law for its repayment, rate of interest, etcetera. Trustees have nowhere else power given to them to pass By-laws, and even in this case, a By-law can scarcely be called a Debenture, although it might possibly take that form. Even if Trustees can issue Debentures, or give Notes, the Law makes no provision for repayment by them of the Debenture, but requires the Township Council to levy a Rate in each year for its repayment. Chief Justice Draper, (in 9 C. P. R. 497), might be referred to in this connection, and also the latter part of Section 6, Provincial Statutes.

5. *Teachers' Second Class Certificates.*—The 12th Section of the new Act might be amended so as to provide for the giving of Second Class Certificates, by the Council of Public Instruction, as these Certificates are by Law provincial in their character, and it is somewhat anomalous to give to a County Board only, and not to the Council of Public Instruction these quasi provincial powers over Teachers' Certificates; it might be advisable to dispense with City Boards of Examiners. Experience has shown that



in Toronto, Ottawa and Kingston few if any Candidates presented themselves for examination. In Hamilton and London quite a limited number came up for examination. It seems a needless expense to pay five Examiners at least \$2.00 a day and expenses, for two weeks, merely to examine half a dozen Candidates, while in the same City a County Examination of the same kind is being held. In case the City Boards were dispensed with, the City Inspector might be made *ex officio* an Examiner of the County.

6. *High School Master and Assistant Teacher's Qualifications.*—Now that it is required that Assistants shall be employed in High, and Public Schools where the average attendance of Pupils is over fifty, it is suggested that the following provision be made in regard to their qualifications. No Assistant Teacher shall be employed in a High School who does not possess a legal Certificate "of Qualification, of any of the grades prescribed for Public School Masters and Assistants, or a Certificate that he is a Graduate, or an undergraduate, in the Faculty of Arts of good standing in some University in the British Dominions." Provided that the 10th Section of the Grammar, (High), School Act of 1865 shall be amended, so as to read as follows:—After the word "Graduate," the words "in Arts" shall be inserted.

7. *Certificates of Teachers in Remote Places.*—There is no provision in the School Law to meet the following class of cases reported by the Inspector of Frontenac in his Letter.

Other Inspectors also mention the same difficulties in new and remote Townships, where the Poor School Grant has stimulated the settlers to establish Schools. The Frontenac Inspector says:—"Only one person out of about twenty, to whom I gave 'permits' in the rear Townships, presented herself for examination at the late sitting of the Board of Examiners. She came 135 miles. . . . I cannot according to the School Law, give a permit a second time to the same person," etcetera. An addition might be made to the Act to meet the case, (as we do now in the case of Candidates who fail to pass the Examination), as follows:—

"Upon the recommendation of the County Board of Examiners, the County Inspector may be authorized, (upon his Report of the facts to the Education Department), to examine and give special Certificates, from time to time, to Teachers in new and remote Townships, situated at least, (40 or 50), miles from the place of holding the County Examination of Teachers.

8. *Payment of County Examiners.*—Some County Councils are disposed to pay, (as stated in the accompany Letter), Examiners more than the School Law allows them,—that is, the amount payable to County Councillors. The 16th Section of the School Act of 1860 might, therefore, be amended, so as to read as follows:—

"Each of its Members, [*i.e.* County Boards], shall be entitled to the same, or such additional recompense for his time and expenses as are Members of the County Corporation, as may be determined by such Corporation," etcetera.

9. *High School Trustees.*—There is an apparent conflict between the old School Law and the 40th Section of the School Act of last year, as to the right of Councils to appoint High School Trustees.

The old Law provides that one-half of the Board shall be appointed by the County Council, and the other half by the local Municipality in which the High School is situated. the 40th Section was only intended to apply to new High Schools, but it is general in its terms, and gives rise to doubts. To remove these doubts it might be well to enact that "after the year 1872, the appointment of High School Trustees shall in each case devolve in equitable proportions, as determined by the Chief Superintendent, upon the Municipal Councils, which, by the 36th Section of the Act, are required, to raise 'money for the support of the High Schools.' Provided, also, that the Law and Regulations relating to High Schools shall apply to Collegiate Institutes, until modified according to Law."

10. *Teachers' Superannuation Fund.*—To meet a special difficulty, the 43rd Section of the Act of last year might be amended, by making the following the first proviso:—

"Provided always that the County, or School, Treasurer shall retain in his hands such semi-annual deductions from payments to male Teachers as may be certified to him by the Inspector, and pay over the same to the order of such Inspector at the close of each half-year, provided further," etcetera. As the Law now stands, Treasurers say they have no authority to retain moneys, while the Inspector is powerless to require it, or to ensure payment.

11. *General Remedial Power.*—To meet special cases constantly arising, I would suggest the following Section:—That "the Chief Superintendent shall have authority to give instructions and to decide upon all cases submitted to him, the settlement of which is not otherwise provided for in the School Laws." There is a provision of this kind in the Act of 1860, but it refers only to "disputes" and complaints.

TORONTO, 17th January, 1872.

J. GEORGE HODGINS, Deputy Superintendent.

#### VII. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge receipt of your Letter of the 17th instant, with its enclosure, which will receive the consideration of the Government in the course of a few days.

I observe, but do not feel disposed to discuss, your allusion to party politics, and to events which transpired during last Session.

TORONTO, 18th January, 1872.

EDWARD BLAKE.

#### VIII. THE REVEREND DOCTOR RYERSON TO THE HONOURABLE EDWARD BLAKE, PRESIDENT OF THE COUNCIL.

After much deliberation I have thought it advisable to address you in respect to my long desired retirement from the Education Department, of which I have had the charge much longer than any Judge has ever occupied the Bench, and to a greater age.

In the recent Financial speech of Mr. Alexander Mackenzie, Provincial Treasurer, he expressed a desire and intention on the part of the Government to examine into the expediency of the Educational Depository Branch of the Department. This I most earnestly desire. I have observed, from other intimations, that there is also a wish, that the Government should consider the very constitution and system of the whole Department of Public Instruction. To this I have not the least objection. But I have thought that my past and present connection with the School System, from its creation, might embarrass the Government in its deliberations and decisions on the subject. The infirmities of age must compel me to retire before long; but I have thought that my immediate and early retirement would enable the Government to exercise its discretions more freely in regard to the Department and System of Public Instruction.

I have caused to be made, and herewith enclose, copies of the Correspondence which took place between the Government and myself four years ago in regard to my then proposed retirement from the Department.\* At that time I tendered my resignation unconditionally,—leaving my case to the consideration of the Legislature, in view of the nature and length of my past public services. Since then the Leader of the late Administration and others have expressed the opinion in private that I ought to be allowed to retire without diminution of Salary, and I have been consulted as to the bringing of the matter under the consideration of the Legislative Assembly; but I have declined to consent to any steps being taken in the matter until the Leaders of both Parties should be disposed to consult and agree in regard to what should be done, as I would consent to nothing which should not be agreed upon by the leading Men of both Parties in the Legislative Assembly. I have not the power of endurance, or the ability to help myself, that I had four years ago; since which time I have contributed to Collegiate and Religious Subjects upwards of Four thousand dollars of my Salary.

\* For this Correspondence see page 138 of the XX1st Volume of this Documentary History.



When the subject has been mentioned to me, I have expressed the conviction that the Legislative Assembly would not be disposed to allow to me more than the Law allows a retired Judge of the Court of Queen's Bench; but I cannot meet my subscription obligations, (and I have other debts), and do what I shall presently explain, without my present means. I can show without a doubt, that, apart from my long work in the Department, I have actually caused a saving to the Country of more than One hundred thousand dollars, and the diffusion of a large amount of useful literature, in the Public Library System, besides causing to be commenced and developed certain branches of domestic Manufacture, accompanied by an unprecedented development of the ordinary Book Trade.

I do not desire to retire from my present post of duty to be released from work, but I wish to pursue work of another kind. I believe another person can perform the work of my Office as well as I can, if not better; but I wish to do a work which no other person is likely to do, and, for doing which, my experience of public affairs, since 1824, and my early relations and intercourse, gives me an advantage perhaps over any other man now living. I refer to writing a History of the Founders of this Country, and of its Constitutional System of Government,—embracing, in effect, a history of the progress of Society in Upper Canada from the beginning to the present, or to recent times. To preparatory studies for this work I have devoted much time during many years, and have collected and collated many authorities for my purpose, and have written upwards of one hundred pages of the work. . . . The proposed History will extend to four Volumes, and will occupy me as many years, if I should be spared to complete it. . . . The scope of my proposed inquiries will be into an almost unexplored field of historical investigation; or one which has been presented only on one side by American Historians, whose partial statements have been adopted by most English Historians and Writers, without further examination of the original sources of information.

My investigations and expositions may be very imperfect, but they may suggest what others may pursue to a satisfactory completion. But, in the prosecution of my work, I purpose, if permitted and have health, to visit next year the Provinces of New Brunswick and Nova Scotia, among the Archives of some of the old Families of which I am told there are many Letters and Documents which throw much light upon the character and circumstances of the old United Empire Loyalists, who retired there after the close of the American struggle. I may also find it necessary to go to England and search the Archives of the Board of Trade and the Colonial Office on matters relating to the Revolutionary period of American History.

The experience of the last ten years has caused me to despair of my ability to administer the Education Department and write my proposed History, at the same time. I shall judge as to which it may be my duty to do by the action of your Government. I state the whole matter on public grounds, and on public grounds alone I wish it to be considered and decided.

In case you concur in what I have above intimated, I would suggest the creation of the office of Minister of Public Instruction, and the appointment of yourself to it, bringing the University, Upper Canada College, the Institution of the Blind and Deaf, as well as the High and Public Schools under a direct government supervision.

In the practical administration of the Education Department, an abler and more judicious and reliable Man cannot be found than Doctor Hodgins, who has been in the Department twenty-seven years, who was first educated to business in a Retail Store in Galt, and afterwards in a Wholesale Establishment at Hamilton, with the Stinsons. He was Clerk in the same establishment with, and senior to, Mr. Charles McGill, M.P., and was offered to be set up in business by the Stinsons, or admitted as a Partner in a year or so, if he would remain, but who chose Literature, and went to Victoria College in 1840, where I found him; and on account of his punctuality, thoroughness, neatness, method and excellent conduct, I appointed him First Clerk on trial in my Office in 1844; and, having proved his ability, I wrote to him while in Europe in 1845, to come home



to his widowed Mother in Dublin, and spend a year in the great Education Office there, to learn its whole mode of management and proceeding, I having arranged with the late Archbishop Whatley and other Members of the Irish National Board of Education, to admit Mr. Hodgins into their Office to study the details of its management, and of the Normal and Model Schools, connected with it. Mr. Hodgins did so at his own expense, losing his Salary for the year; at the end of which time he returned to my Office, with the testimonials of the Irish National Board as to his diligence and the thorough manner in which he had mastered the modes of proceeding in the seven branches of that great Education Department.\* He also brought Drawings of his own make, of the Dublin Education Offices, Normal and Model Schools. Since then you know that Mr. Hodgins has proceeded regularly to his Degrees in Law in the University, and has been admitted to the Bar. He is, therefore, the most thoroughly trained man in all Canada for the Education Department, and he is the ablest and most thorough Administrator of a public Department of any man with whom I have ever met. I think he has not been appreciated according to his merits; but should you create and fill the Office of Minister of Public Instruction, you may safely confide all the ordinary administrations of the Education Department to Doctor Hodgins, with my title of Office

In the meantime you can make yourself familiar with the principles, and branches and modes of its management. Whatever you may find to approve of in my course of procedure, I have no doubt you will have the fairness to avow, and the patriotism to maintain, whatever may be your views and feelings in regard to myself personally; and, if you find defects in it, and can improve upon my plans, or proceedings, no one will more rejoice at your success than myself. . . .

Although I differ from you strongly, and expressed myself vehemently in regard to last year's proceedings on the School question, and in respect to myself, I believe you have the heart of a Canadian, and the intellect of an educated Statesman, and that you have the ability to make yourself a great blessing to what I believe is yours, as well as my, native Country.

The nature of your Answer to this Letter will enable me to decide whether I shall make an official Communication to the Provincial Secretary, on the subject, or not.

Perhaps all that would be necessary, in the way of legislation this Session on this subject, would be to submit a Resolution to the House recommending, 1st, The creation of the Office of Minister of Public Instruction, and authorizing the Government to make such provision as it might judge expedient to fill such Office, and for the retirement of the present Chief Superintendent of Education.

In the event of my retiring from my present Office, I should not object, if desired, to be appointed Member of the Council of Public Instruction, and give any assistance in my power in its proceedings, as the result of my experience.

Since writing the foregoing Letter, I have received a note from the Reverend Professor Young, of which I enclose a copy. From Professor Young I have received more assistance than from any other man in preparing the new Programmes of Studies for the High and Public Schools and of Examination. His loss to me increases my own desire to retire from the charge of the Department.

TORONTO, February 10th, 1872.

EGERTON RYERSON.

ENCLOSURE: LETTER FROM THE REVEREND G. P. YOUNG, M.A.

I think it right to inform you that I have resolved to retire from the Council of Public Instruction. You are the first Person to whom I have given any intimation of my intention. I enclose a copy of the Letter, which I have addressed to the Provincial Secretary, resigning my appointment.

\* For these Testimonials, see page 119 of the Vth Volume of this Documentary History.

In leaving the Council, I have much satisfaction in feeling that my brief connection with that Body has been one in which I have been able to work harmoniously with all the other Members,—not a single instance of anything approaching to a misunderstanding having arisen in the Council while I have been a Member of it.

My large official connection with yourself has left upon my mind a deep impression of the ability with which you have, for so many years, directed the Educational System which you had the honour of originating.

TORONTO, February 9th, 1872.

GEORGE PAXTON YOUNG.

#### IX. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have your Note of the 10th instant, marked private, proposing your retirement and the reconstruction of the Education Office, and enclosing copies of a former Official Correspondence on the same subject. At this late stage of the Session of the Legislature, and, under the present pressure of public business, there is no probability of our giving this matter the consideration which it deserves, and it must, therefore, be postponed until the Recess, when, if you will have the goodness to put yourself in communication with the Provincial Secretary, as on the former occasion, the subject will receive the early and earnest attention of the Government. I may, however, say at once that I am unable to acquiesce in the stipulation that we should consult and obtain the agreement of our political opponents touching any plans we may adopt.

This is all that need have been written just now, but your allusion to my personal feelings towards you, and to what you call your vehement expressions used last year towards me require remark. First let me repeat some of these vehement expressions published by you on the eve of the general elections of last year. You in effect stated that I had made a speech of excessive partizanship. . . . ;\* that my real object was to bring our whole School System into the arena of party politics, contrary to the example of all good men in Upper Canada . . . ; that I was engaged in a crusade against the administration and polity of our School System; that I had assailed all those parts and instrumentalities of the School System, which are as essential to its efficiency and existence . . . ; that I was making a persistent but impotent effort to assail, at the Country's expense, a public department and a public man; that dark would be the prospect, and crushed the hope of all that is kind, and liberal and progressive, in the future of Ontario, should my spirit ever rule in its Councils, and control its destinies; that my policy was to defeat the School Bill, to prevent any legislation whatever while you or Mr. M. C. Cameron were in office, to keep the question open and use it as a football of party at the coming elections . . . ; that I was guilty of very unpardonable and criminal conduct in perverting, for the purposes of party, a matter affecting the education of our youth, conduct which had been avoided and denounced by good and honourable men of all parties from 1841; that I was guilty of political partizanship . . . ; that I delivered a factious speech against the School System and yourself; that I was sitting and watching in the House to harass, from day to day and week to week, the Government in transacting the business of the Country, generating a petty and bitter spirit in Legislative proceedings, and in the public mind . . . ; that my Letter was a twofold misrepresentation and deception . . . ; that there was untruthfulness in my Letter; that I made a pretence which was both a quibble and a misstatement; that part of my Letter was very disingenuous . . . ; that I was guilty of injustice and misrepresentation of facts; that when I wrote of an attempt having been made, I knew no such attempt had been made; that I was descending to unworthy means of deceiving the Electors of South Bruce.

\* I omit from this Letter the very strong and purely personal references which Mr. Blake makes to Doctor Ryerson, in regard to his criticism of Mr. Blake's Speech on the School Bill of 1871. I had also omitted from these Letters of Doctor Ryerson the equally strong personal terms in which he characterized his (Mr. Blake's) mode of dealing with the School question. This rule of omitting purely personal language, in referring to individuals, I have invariably followed in the editing of these Volumes of the Documentary History.



This published language of yours remaining unretracted, you now write to me privately, suggesting the creation of the office of Minister of Public Instruction, and the appointment of myself to that office, with control over the University, Upper Canada College, and the Institution for the Deaf and the Blind, as well as the Normal, High, and Public School. You say that whatever I may find to approve of in your policy and course of procedure, you have no doubt I will have the fairness to avow, and the patriotism to maintain, whatever may be my views and feelings towards yourself personally; and you add that though you differed from me strongly, and expressed yourself vehemently in regard to my proceedings last year on the School question, and especially in regard to yourself, you believe I have the heart of a true Canadian, and the intellect of an educated Statesman, and that I have the ability to make myself a great blessing to our common Country. . . .

I hope and believe you would be right in trusting to my fairness even did I, as you assume I do, entertain ill-feeling towards you; but I have not the least ill-feeling towards you, or any other of my fellow men. I shall humbly endeavour in my dealings with you to exemplify that Christian charity of which as a Minister of the Gospel you have doubtless preached, although you think it consistent with the practice of the virtue to publish to and leave before the world the language here set down.

TORONTO, 12th February, 1872.

EDWARD BLAKE.

#### X. THE CHIEF SUPERINTENDENT TO THE PRESIDENT OF THE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of yesterday and to remark, in reply, that I must demur to several counts in the long bill of Indictment which you have presented, and much more to the fairness of your cutting and stringing together words and allusions of successive Letters, without any reference to the occasion of them, or to their natural connection. My Letters, to which you refer, and from which you cull so largely, contain the evidence on which I then wrote, and your own speech to which those Letters were a reply, is a standing witness as to whether I was right, or wrong, in my appreciation of the knowledge, or want of knowledge, you then evinced of the School Law, the School System, and the Education Department; and I believe now, as I believed then, that were the feelings which seemed to influence your proceedings last year in regard to the School System and myself to direct your policy when in power, my own official position would be valueless, and there would be little hope for the School System which I have spent the best part of my life to establish and develop. I may have been, and may be, mistaken in my conviction; but such it was, and such it is. You, as a public man, gave forth utterances relating to myself and my work of many years; I replied to them and sometimes sharply and vehemently, as I felt deeply and wrote in part from a bed of pain. You have not thought proper to retract any of your imputations, or denunciations, nor do I feel it my duty to retract my reply to them.

During a public life of nearly fifty years I have never, except in one instance, allowed differences and warm discussions in public matters to interfere with the freedom and courtesies of private life, and when any public man abandoned a course of proceeding which I thought wrong and injurious, I at once acted towards him as if nothing of the kind had occurred. Thus, although I deprecated with unsparing severity your proceedings of last year in School matters, I showed at the time that I would forget the past and rejoice in your future success on your adopting a different course of proceeding; for I concluded my two Letters in reply to your speech in the following words:—"Sir, you are yet young, and if you turn from the bad counsels by which you have been led astray, and from the evil ways into which you have fallen, you may yet be useful to your Country, and no one will more cordially rejoice at your future success than myself, and no one will sooner forget that I have had occasion to address you in the style of these Letters."



At the commencement of and during the present Session of the House of Assembly, you have practically abandoned your last year's course of proceedings in School matters, (as I will presently show); and, therefore, I have repeated the substance, and almost reiterated the concluding words above quoted in my recent Letter to you, a part of which you so unfairly place in opposition to my last year's public utterances.

I will now state the circumstances which have occurred since last Session, and even since the commencement of the present Session of the Legislature, which prompted the proposal and language of my Letter to you.

1. During the protracted discussions on the Lieutenant-Governor's Speech at the opening of the Session, in which the School Legislation of last year, and the Normal Schools, etcetera, were formally mentioned, neither you nor any principal Member of your party made the slightest reference to the Education Department, or to the School Law, or to myself as you had done last year, indicating thereby a complete change of policy on your part in regard to these matters.

2. When you succeeded to power and explained your intended policy you gave not the slightest intimation of your intention to renew your last year's hostility to the Education Department and myself. On the contrary, I had been assured by more than one gentleman with whom you had conversed that you intended to act in regard to myself and my work as though no difference had occurred between us.

3. When requested to see the Honourable the Treasurer on the School Estimates for the current year, which, as desired, I had prepared, I found Mr. Mackenzie disposed to consider them in a friendly and liberal spirit; and although he at first hesitated as to increasing the High School Grant \$2,000, and add \$25,000 to the Common School Grant, as I had recommended, yet he yielded to the reasons I urged for the increase, and announced it amidst the cheers of the House. My whole interview and discussion with Mr. Mackenzie impressed me with the conviction that the School System would not suffer from the change of Government, and that I would be assisted rather than obstructed in my work. I so expressed myself afterwards to my friends.

4. Your own Correspondence, commenced by yourself, with me on questions of School Law and legislation, impressed me that you would not act, as you had done last year, without information and in hostility, but that you would carefully ponder and inform yourself upon every question and measure before deciding, and that you would act in a candid, liberal and friendly spirit.

In addition I had been informed upon what I considered "high authority" that you were not going to follow in the wake of *The Globe*, but that you were going to adopt an independent, moderate, and liberal policy.

Under these circumstances I felt myself much encouraged in regard to the educational prospects of the Country,—arising from your obvious change of policy since last year,—I believing indeed that my Letters, respecting which you seem to feel so keenly, pointing out your former mistakes, had contributed to this improved state of things; and I began to revolve in my own mind what I ought to do in these circumstances. I recurred to my long contemplated history and to my proposal to the Government four years ago; and although I have written three of the four books I then indicated, I have felt desirous of devoting myself wholly to the fourth and principal work. I, therefore, made to you the proposal contained in my Letter, believing that you would not now make any changes in the Educational System without thorough examination, and being satisfied that such examination would result in adopting most, if not quite all that I had done, and that the actual administration of Doctor Hodgins would advance towards completion what I had begun; for, although the machinery of the System is complete, as far as I can make it, and although much has been done to improve the Schools, yet the principal work of the system, in the elevation, practical character and effectiveness of the Schools, is only just begun.

I was led to believe from your further experience and improved feelings, as I supposed to be indicated by the circumstances above mentioned, and your great

abilities,—for no man more highly appreciates them and has spoken more highly of them than myself,—that you would do much to advance all other Educational and Benevolent Institutions of the Country, and even give greater stability and power to the School System itself.

Believing from your personal feelings towards me, (at least of dislike and aversion), from past occurrences, that I might be an obstacle in the way of accomplishing those objects, I proposed to put myself out of the way, at the sacrifice of position and emoluments. With this view I wrote you a Letter, friendly in spirit and courteous in terms, containing not one word that could give offence, or cause you pain, and only alluding to the past in what might almost be considered a term of self-reproach, but instead of answering me in a similar spirit, your letter breathes a spirit of haughtiness throughout, and you seize the opportunity to give vent to what seems to have been long pent up feelings . . . . If my Letter showed that I could forgive and forget, your Letter shows, according to my understanding of it, that you can do neither, at least so far as I am concerned. You put in a saving clause at the end; but your whole Letter indicates to me that you feel your advantage over me, in comparison of last year; and hence you revive instead of desiring to forget, the irritations of that contest, although you are careful to omit what you had said and done to provoke it.

You object “to consult and obtain the agreement of your political opponents” as to anything that might be allowed me on retiring from nearly twenty-eight years charge of the Education Department. The terms of my Letter do not imply any official consultation on the subject, but simply a friendly understanding among leading Members of both parties, as such matters had always been considered and acted upon, until last Session, as non-political, and as the common work of both parties.

I wrote my Letter to you without the knowledge of any human being. When I proposed to retire from office four years ago, my friends condemned my act in the strongest terms, and the Country did not approve of it. I have again of my own will, or impulse, proposed to do the same thing; but you have interposed a barrier to its accomplishment.

I regret that what I had supposed to be doing a favour, (if there were any favour at all in the matter), has been construed as if I had asked a favour, and made the occasion of an ungracious and unjust attack upon me.

You seem to attach and invidious significance to my Letter having been marked “private.” I have only to say that I have written nothing to you as private which I would object to be made public, if you desire it. But if a part of the Correspondence be published, the whole of it should be published together.

As I do not intend now, after having marked the tone and contents of your Letter, to make any Official Communication on the subject, I will thank you to have the goodness to return me the Papers appended to my Letter.

TORONTO, February 13th, 1872.

EGERTON RYERSON.

NOTE. Mr. Blake's Secretary wrote as follows:—

I am directed by Mr. Blake to acknowledge the receipt, yesterday, of your Letter of the 13th instant, and to enclose you the copies of the papers referred to in that Letter.

TORONTO, 16th February, 1872.

HY. KINLOCH.

## PART II. CORRESPONDENCE WITH THE TREASURY DEPARTMENT, 1871, 1872.

NOTE. In this Correspondence I have omitted the purely Departmental official requests for accountable Warrants for means to pay petty Expenses and Contingencies, and have only inserted those Letters and Documents which refer to matters of public interest.

I. RECEIPTS BY THE PROVINCIAL TREASURER, FROM THE EDUCATION DEPARTMENT, FOR THE YEAR ENDED 31ST OF DECEMBER, 1871.

Service.	Particulars.	\$ c.	\$ c.
Normal and Model Schools .....	Fees, pupils.....	4,924 00	
	Interest on \$1,100 Dominion Stock, to the 30th of September, 1871.....	66 00	4,990 00
Depository .....	Sales of Maps, Apparatus, Prizes and Libraries during year.....		24,770 76
Superannuated Teachers .....	Subscriptions during year.....	5,309 00	
	Interest on \$2,000 Dominion Stock, to the 30th of September, 1871.....	120 00	5,429 00
<i>Journal Education</i> ..	Subscriptions and advertisements .....		180 56
Museum .....	Sale of photographs .....		7 94
Contingencies of the Education Office...	Postage stamps.....		72 39
	Total .....		\$35,450 65

W. R. HARRIS, Accountant.

A. MACKENZIE, Treasurer.

TORONTO, December 30th, 1871.

II. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION ON THE SUBJECT OF TEACHERS' INSTITUTES.

I will feel obliged if you will, as soon as possible, inform me of the proposed mode of distribution of the sum of \$2,200, asked for in your estimate for the year's services for "Teachers' Institutes," and the objects for which the money is to be used. Is it simply intended as an encouragement of form such Associations? and do you intend to pay the amount as a matter of course on the formation of such Institutions?

With reference to the proposed increase from \$70,000 to \$72,000 of the Grant for High Schools, it seems to me the Grant is large in proportion to the amount given for Common Schools. I would be glad to know if you had any strong reasons for asking for the increase. I understood Doctor Hodgins to urge the additional Grant simply on the desirability of increasing the payments now made. I scarcely see my way clear to proposing it on that ground.

TORONTO, 11th January, 1872.

A. MACKENZIE.

III. REPLY OF THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to state, in reply to your Letter of this date, that the appropriation made by the School Act passed early in the year 1850, "for the encouragement of Teachers' Institutes," was intended to assist in defraying the incidental expenses of such Institutes, such as the Accommodation, Stationery, Maps, Apparatus, and sometimes special Lectures, by Teachers on special subjects. This is the mode in which they have been encouraged by public aid in the neighbouring States, where, in Massachusetts and New York especially, they have become an Institution and almost a regular branch of the School System.

I never acted upon this provision of the Law but once, namely, in 1850. That year we dispensed with a Summer Session of the Normal School, and I got the two principal Masters of the Normal School to conduct Teachers' Institutes in the several Counties of Upper Canada. My official Circular on that occasion is hereto appended, and fully explains the design of such Institutes.



But as there has been no proper classification of Teachers, or classified Programme of Studies, such as could be carried into effect, no local Superintendents competent to conduct such Institutes, or Teachers of sufficient and acknowledged eminence among the fellow Teachers to designate for that purpose, I have thought it would be useless and a waste of time and money to recommend them, and to aid in defraying their expense. But now there are experienced and distinguished Teachers, as Inspectors, and others in each County of qualifications to assist in conducting such Institutes, and as several informal ones have been held with good results during the past few months, I have thought the time arrived when their agency might be usefully introduced for the improvement of Teachers, and especially in teaching those subjects of Elementary Science now required to be taught. Under these circumstances I recommended the provision of the School Act of 1850 to be acted upon to a limited extent this year. Should the Appropriation be made for the current year, it will be my duty to specify in a Circular what may be considered the legitimate expenses of such Institutes, and require audited Accounts of them before I recommended the payment of them by your Department.

In regard to the increase of \$2,000 in the Grant for High Schools, it was recommended because of the establishment of several new High Schools, and I did not wish to lessen the Apportionment to High Schools already established, as it has a discouraging influence.

TORONTO, 11th January, 1872.

EGERTON RYERSON.

ENCLOSURE.—TEACHERS' INSTITUTES IN UPPER CANADA.

*Circular from the Chief Superintendent of Schools to Teachers, Superintendents, and other Officers of Common Schools throughout Upper Canada, 1850.*

The 65th Section of the School Act of 1871 authorizes the holding of a Teacher's Institute in each County in Upper Canada, "under such Regulations as may be prescribed by the Chief Superintendent of Education, by and with the sanction of the Governor-General-in-Council.

The requisite sanction has been obtained for this purpose. The Provincial Board of Education has proposed to the Masters of the Normal School to devote a part of the next few months to conducting such Institutes; and Messieurs Robertson and Hind have very cordially acceded to the suggestion, and expressed their utmost readiness to visit all the Counties in Upper Canada, as far as practicable, in the prosecution of a work for which they are so admirably qualified.

It becomes then my official duty to specify some of the Regulations which should govern the proceedings of these Teachers' Institutes, before stating the times at which they will be held in the several Counties of Upper Canada.

A Teachers' Institute is a Meeting of Teachers assembled two, four, or ten, days, or two, or four, weeks, for the purpose of improvement in their profession. During each evening of such Institute, a Public Lecture is usually delivered on some subject connected with Common School Education. During each day, the Teachers composing the Institute are either formed into Classes, for School Exercises, under able Instructors, or discuss the modes of teaching the various subjects of Common School Instruction, and School Organization and Discipline.

What is contemplated during the approaching Summer is intended as a preparation for, or introduction to, Teachers' Institutes, rather than holding such Institutes themselves. It is intended to limit each Meeting, (with one, or two, exceptions), to two days, including two evening Lectures,—the first on the eve of the first day of the Institute, the second on the evening of that day. In some cases, a third Lecture may be delivered the evening following.

The evening Lectures will commence at eight o'clock. The Exercises each day will commence in the morning at nine, and continue until noon; will be resumed in the afternoon at two, and close at five.

The subjects which will engage attention during these exercises will be, chiefly, the Methods and Principles of Teaching, Reading, Writing, Arithmetic, Orthography, Geography, (with mapping), Natural and General History, Grammar, and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance, and as circumstances may suggest. Collateral subjects may, on some occasions, be introduced; but the proceedings of each Institute will be under the direction of the Masters of the Normal School.

During many years such Institutes have been held in various parts of Germany; and, during the last four, or five, years, they have been held with great advantage and success in the New York and New England States. They have been numerously attended by Teachers, School Officers, and other Educationists, and have been productive of the happiest results in respect both to Teachers and large portions of the community where they have been held.

Shall we have proof in the experiments now to be made that such Institutes may be held in Upper Canada? Will Canadian Teachers show that they have as much energy and noble ambition to attend and participate in the proceedings of such Institutes as Teachers in other Countries? If Teachers desire their position and profession to be advanced, they must exert themselves, and not depend on others, or sit down in complaining inactivity. No one circumstance would speak more in behalf of Canadian School Teachers than to see them as one man attending the Institutes about to be held; and the proceedings of such Institutes largely attended cannot fail to be individually useful to Teachers, and give a powerful impulse to the cause of Public Education.

And may we not hope for as much cordial co-operation on the part of Local Superintendents of Schools, Ministers of Religion generally, and other public men, as is shown by corresponding orders of men in neighbouring Countries? Upon public and patriotic grounds, it is hoped that pains will be taken in all the Congregations, and through the press, and in other convenient ways, to give the widest publicity to the evening Lectures; and that School Teachers, Superintendents, Clerical, and other School Visitors and Officers will attend the day exercises of the Institutes.

I venture to assume from personal experience of such courtesy, that the Court Houses in the several Counties will be allowed to be used for holding these Teachers' Institutes; and that the Superintendents of Schools in each City, or Town, where an Institute may be appointed, will make the necessary preparations as to place, lights, etcetera. Perhaps, in some instances, a more convenient place than the Court House may be obtained for the evening Lectures, if not for the other Exercises, of the Institutes.

I confidently hope also, that School Trustees will, in all cases, readily assent to the absence of their Teacher long enough to attend the Institute in their County, and that as many as possible of the Trustees themselves will also attend. I would likewise bespeak the favourable consideration of the friends of Education in the Towns and neighbourhoods where these Institutes may be held.

It is not probable that the Masters of the Normal School will be able to make a second visit to the several Counties of Upper Canada; all, therefore, who wish to understand the Principles of Teaching, and the System of Instruction adopted in the Normal School, and sought to be introduced into all the Schools in Upper Canada, are earnestly invited to attend these Institutes, and to do so in every instance from the beginning to the end of their proceedings, in order to be able to judge intelligently of the System of School teaching which they will develop.

I shall be most happy to make a personal visit to the several Counties during the course of the ensuing Autumn, to confer with local School Officers on the provisions of the School Law, and the establishment of School Libraries, to furnish them with copies of the School Act, and all Forms, Regulations, etcetera, required for its execu-

tion, and to consult on the best means of promoting the interests of Education generally.

It only remains for me now to state the times and places at which Messieurs Robertson and Hind will hold Teachers' Institutes for the several Counties in Upper Canada.

PLACES.	FOR THE COUNTY, OR COUNTIES, OF	DATE.
St. Catharines .....	Lincoln, Haldimand and Welland.....	May 30 and 31
Hamilton .....	Wentworth and Halton.....	June 4 and 5
Simcoe .....	Norfolk .....	June 7 and 8
Guelph .....	Waterloo .....	June 7 and 8
Woodstock .....	Oxford .....	June 11 and 12
Goderich .....	Huron, Perth and Bruce.....	June 11 and 12
Chatham .....	Kent .....	June 18 and 19
London .....	Middlesex .....	June 14 and 15
Amherstburg .....	Essex .....	June 21 and 22
Cornwall .....	Stormont, Dundas and Glengarry.....	July 4 and 5
L'Orignal .....	Prescott and Russell.....	July 9 and 10
Bytown .....	Carleton .....	July 12 and 13
Perth .....	Lanark and Renfrew .....	July 16 and 17
Brockville .....	Leeds and Grenville.....	July 19 and 20
Kingston .....	Frontenac, Lennox and Addington.....	July 23 and 24
Pictou .....	Prince Edward.....	July 26 and 27
Belleville.....	Hastings.....	July 30 and 31
Cobourg.....	Durham and Northumberland.....	August 2 and 3
Peterborough.....	Peterborough .....	August 6 and 7
Barrie.....	Simcoe .....	August 15 and 16

Let it be specially observed, that the first Lecture in each place above mentioned, will be delivered in the evening previous to the first day named for holding the Institute; and it is hoped that Teachers, and all others purposing to attend the Institute, will be present at the preceding evening's preliminary Lecture, and thus be prepared for entering upon the proceedings of the Institute the morning following.

TORONTO, 16th April, 1850.

EGERTON RYERSON.

### III. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER ON THE SUBJECT OF FURNITURE AND FIXTURES OF THE NORMAL AND MODEL SCHOOLS.

I beg to solicit your attention to a Letter to the Provincial Secretary, dated 2nd of November, (and left with you by Doctor Hodgins), submitting Estimates of the necessary Fixtures and Furniture of the additional Rooms in the Model Schools erected during the last Autumn.

I may add that I had nothing to do with the Estimates, or Contracts in regard to additional accommodation in the Normal and Model Schools, much less with the delays which retarded their completion. The whole work, from beginning to end, was in charge of the Department of Public Works. The Accommodations have been completed some time since; but for want of Fixtures, Furniture and Apparatus, upwards of \$400 in Fees are lost per month, besides the anticipated facilities of practice in Teaching and School Discipline to the Teachers-in-training in the Normal School.

TORONTO, 12th January, 1872.

EGERTON RYERSON.

### ENCLOSURE: LETTER FROM THE DEPUTY SUPERINTENDENT OF EDUCATION TO THE TREASURER.

I have the honour to state that, in the Letter of the Chief Superintendent of Education to your Department, dated 28th June, he mentioned that, owing to the extraordinary rise this year in the cost of building and building Material, one of the Tenders then received for the completion of the new additions to the Model School



exceeded the appropriations authorized by the House of Assembly by \$2,500, and the next lowest exceeded it by \$6,000, "although Mr. Tully, the Architect, left out some of the Fittings, the Heating and Galleries." The furnishing of the Building was also omitted.

As it is now highly desirable to supply the omissions made when the Tenders were received, and to complete the Model Schools so as to enable this Department to admit the full complement of Pupils for which the now enlarged Buildings are designed, the Chief Superintendent would thank you to bring the matter under the consideration of His Excellency the Lieutenant-Governor-in-Council, with a view to obtain authority for the necessary expenditure.

I have furnished the Commissioner of Public Works with a detailed statement of the things required to be done, in order to complete and furnish the Buildings, with a view to obtain from the Architect, for the information of the Government, an estimate of the cost of the items mentioned in the statement.

In addition to the necessary furnishing and fittings, I may mention that the estimated cost of the additional Books, Apparatus and Stationery required to furnish the number of Pupils which will be admitted to the Model Schools this year will be about \$659, and that for the increased number of Students admitted to the Normal School this Session, (not anticipated, or provided for), about \$500. The Chief Superintendent respectfully requests that His Excellency-in-Council will be pleased to authorize the expenditure of these two sums in addition to the several works required to be done at the new Buildings.

One or two facts I respectfully desire to mention.

1. If the Model Schools are now completed, as proposed, we shall be able to admit, (at the middle of this month), about 250 Pupils. The fees received from these Pupils will be \$500 a month, or at the rate of nearly \$6,000 a year.

2. The total Expenditure required for the whole of the works of completing and furnishing the Model Schools, as now proposed, will only exceed the amount of the second lowest Tender, (for a part of the work only), by about \$2,500.

That Tender was, I think, for \$21,000, whereas the cost of everything proposed to be done, in order to put the new Buildings in a complete state for occupation, and originally including a galvanized iron Roof, (not estimated for), and furnish Books, Apparatus and Stationery, will not exceed \$23,500.

Toronto, 2nd November, 1871.

J. GEORGE HODGINS, Deputy Superintendent.

#### IV. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER ON THE PAYMENT OF AN ENGLISH ACCOUNT.

I have the honour to request that, as before, you will please transmit to Mr. James D. Trigg, Accountant of the Christian Knowledge Society, London, the sum of £50 sterling, to be expended in Natural History and other Object Lessons, Books and Requisites for the Schools under the control of this Department. By thus transmitting the money in advance, as per standing agreement with the Society, the Department is enabled to get a special discount which it could not otherwise secure. The Invoice, when received, will be transmitted to your Department in the usual way.

Toronto, 15th January, 1872.

EGERTON RYERSON.

#### V. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER IN REGARD TO THE ANNUAL REPORT.

I have the honour to state, that, having understood that copies of my Annual Report, which was laid before the House of Assembly on Friday, could be franked and sent to Inspectors, Trustees, American State Superintendents and other persons through the House of Assembly Post Office free, I did not make any estimate for that particular charge in the postage item mentioned in the Contingencies of this Department. As I

have now, upon inquiry, been informed by the Clerk of the House that the Report cannot be franked and sent through the Assembly Post Office free, I would respectfully recommend that provision be made for this extra item of postage in the Contingencies of this Office,—amounting say to 10 cents per copy, or \$200 on the 2,000 extra copies of my Report which have been printed by order of the House. The 4,500 copies of the first part of my Report will be sent in Boxes to the County Clerks to be distributed by the Inspectors to the rural Trustees, etcetera.

TORONTO, 22nd January, 1872.

EGERTON RYERSON.

VI. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER IN REGARD TO THE INSPECTION OF HIGH SCHOOLS.

I have the honour to enclose herewith a Letter from the Inspectors of High Schools, in regard to the imposition of additional duties upon them without additional compensation.

I know nothing of the rumoured intentions of the Government to which they refer, but think their duties as Inspectors are arduous enough for the Salaries they receive, being absent from Home and on travelling expenses nearly eight months of the year.

I do not think it best by Act, or vote, of Parliament to make the Inspectors of High Schools *ex officio* Members of the Central Committee of Examiners, although it may be wise to appoint one, or both, of them on it.

I think it should be left to the Council of Public Instruction, which prepares the Programmes, directs the Examinations, and gives the First Class Certificates, to appoint from time to time, all the Members of the Committees, through which it may act.

But if you think otherwise, and think it advisable to make the Inspectors of High Schools *ex officio* Examiners in the Central Committee, I think they should, in some form, have additional compensation for this enormous amount of additional work,—work which very few men are competent to do. This may be done by making them a special allowance under the head of Travelling Expenses.

But still provision must be made for compensating one, or two, Members of the Central Committee of Examiners, who cannot be Inspectors.

I think that what I proposed to you, during the interview with which you favoured me, will be found the most economical, as well as most practical in the matter.

TORONTO, 31st January, 1872.

EGERTON RYERSON.

ENCLOSURE. LETTER FROM THE INSPECTORS OF HIGH SCHOOLS.

We understand that the Government are about to consider the propriety of withdrawing the remuneration which has hitherto been given to the Central Committee of Examiners of Candidates for Certificates as Teachers of Public Schools, and attaching, (without remuneration), the special work they have been doing to the office of High School Inspector, as a part of its proper and necessary duties. We think we can show strong reasons why this step should not be taken, and, in respectfully submitting them to you, we feel sure that we shall not invoke in vain your kind and patient attention.

1. We desire to state, in the first place, that this Examination work has never had any necessary connection with the office of High School Inspector. It is properly and wholly a part of the machinery for the management of the Public Schools, and, if two of the three Members of the Examining Committee happen to be Inspectors of High Schools, we may assume that the work has been given to them, not merely as High School Inspectors, but because it was judged expedient on other grounds to assign it to them.

2. Permit us to lay before you a statement of our proper duties as Inspectors of High Schools. Under the new system of "payment by results," where a careful and faithful estimate of the proficiency of the Pupils has to be made, two days are given

to the inspection of some of our larger Schools, whilst none of them receive less than one day, and it is seldom possible to keep the one day's work within the usual School hours. For more than eight months of the year are we thus actively occupied, and during this time,—except for a day, or two, now and then, at long intervals,—we have to give up the comforts of Home and to neglect its duties. This is a point which we think it is only fair to take into account in estimating the position of a High School Inspector.

3. We are quite satisfied that the amount of labour entailed by these Examinations is by no means fully appreciated. Questions on fifteen different subjects for Candidates of three grades have to be prepared, and, as a hundred eyes are watching to detect a single blemish, these questions have to be prepared with peculiar care. As regards the answers sent in by First Class Candidates, which it is our province to look over, it will be readily understood that the examination of these is no light duty, when we state that there were at the last examination forty-eight Candidates, whose Papers amounted to 720 in all, on the fifteen subjects in which they were examined. Comparatively few have thus far presented themselves for First Class Certificates because there has been but little time for preparation, and the attainments of Teachers generally throughout the Country have been low. Hereafter, with more time for preparation, and with the general elevation of the Teacher's position in the Province, the number of Candidates for First Class Certificates will no doubt steadily increase.

4. It will not be out of place to notice the extent to which travelling expenses reduce the Inspector's Salary. These expenses cannot with any fairness be set down at a smaller sum than \$500 per annum. Should the Government decide on attaching new duties to our office, they may, perhaps, feel disposed to award compensation by granting a proportionate allowance towards Travelling Expenses.

TORONTO, 26th January, 1872.

J. G. D. MACKENZIE, }  
J. A. McLELLAN, } Inspectors.

NOTE. Here follow several Letters, relating to the Printing of the Chief Superintendent's Annual Report; also to Salaries and certain Financial Estimates relating to the Education Department and the Normal and Model Schools, which are not necessary to be inserted.

#### VII. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER, RELATING TO THE SUPERANNUATION OF TEACHERS.

I have the honour to state, in reference to the recent conversation which I had with you in regard to the Superannuation Section of the School Act of 1871, that I addressed a Circular, hereto appended, on the subject to the various County Inspectors. In reply to that Circular, the Inspectors of the Counties of Essex, Lambton, Oxford, Perth, Brant, Norfolk, Haldimand, Halton, North Simcoe, North York, Prince Edward, Frontenac, Lennox, Addington, Leeds, Carleton, Stormont, Prescott and Russell report that, so far as they know, no Petitions for, or against, the Superannuation Section have received any signatures in those Counties. The Inspectors of the other Counties report as follows:—Kent,—one Petition for and one against the Section; Huron,—one against, and one for, the Fund; Bruce,—nine out of every ten are in favour of the Section; Wellington,—(1st and 2nd Divisions), one for and one against; Waterloo,—no certain information; Lincoln,—three against, none for; Welland,—eight for, none against; Peel,—three against, none for; Ontario, seventy out of seventy-six Teachers signed Petitions in favour of the Section; Northumberland,—one for and one against; Hastings,—eighty Teachers, or nearly all, signed Petitions in favour of the Section. As to the state of feeling upon the subject among Teachers, nearly all the Inspectors report a great diversity of opinion on the subject,—others report mere passiveness, and the remainder, (such as Waterloo, Oxford, Middlesex and Peel), strong objection to the



Section. In the case of Lambton, Ontario, Perth and South Hastings, an almost unanimous expression of opinion has been given in favour of the Section as it now stands. In regard to the classes of Teachers opposed to, or in favour of the Section the Inspectors almost invariably report the former to be "those who do not intend to continue long in the profession of School Teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through College, or into something else,"—"persons who intend to make teaching a stepping-stone to something else." "Those who look more at the money than the principle involved." "Those who have received incorrect, or partial, information on the subject,"—those "who are opposed to compulsion in every form," and those "who oppose the scheme on various grounds." The great mass of the Teachers are, however, either passive in the matter, or, having been for some time in the profession, are strongly in favour of it and hope some day to derive advantage from it. As to the grounds of objection to the distribution of the Fund, as now authorized by Law), which have been urged by very many earnest and faithful Teachers, I entirely sympathize, and would gladly see the Law modified so as to meet their reasonable wishes. These Teachers object to the present scheme, chiefly on the following grounds:—1st. That Teachers must be "worn out" before they can receive any aid from the Fund. As one Inspector remarks "many of the best and most devoted Teachers look forward to a time when the work and worry of the School Room will be over, and they hope that their withdrawal from the profession may take place, at all events a few years before they are incapacitated by infirmity, and unable to teach a School longer. Like the Merchant, the Mariner and others, they hope for retirement while health and the capacity for enjoying retirement remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. The feeling is not unknown to many of the best men in other professions when they begin to grow old." 2nd. The second reasonable ground for objection is the uncertainty of the amount of the pension payable for each year's service. For some years the state of the Fund has been such that I have only been able to apportion from one to two dollars for each year's service; last year the amount was only two dollars a year; but this year, (out of the \$12,500 which I took the liberty to recommend being placed in the Estimates for this service), I shall be able to apportion at the rate of about four dollars for each year's service. If the Teachers, who become superannuated, could rely upon the maximum fixed by Law many years ago, (videlicet, six dollars for each year's service), I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent. In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined at which every Teacher who has subscribed to the Fund should have a right to retire and receive a Pension. A sliding scale of allowance might also be fixed, definite in amount and not liable, under any circumstances, to fluctuation. The basis to be adopted might be that fixed in the Superannuation Act of the Civil Service, as used by the Parliament of the Dominion. In regard to the objection against compulsory payment to the Fund, I need only remark that it is a principle invariably incorporated into every Pension scheme which has been adopted either in the Civil Service in various Countries, or among different Religious Bodies everywhere.

TORONTO, 27th February, 1872.

EGERTON RYERSON.

#### VIII. FROM THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION ON THE ESTABLISHMENT OF ADDITIONAL NORMAL SCHOOLS.

The Government desire to have your opinion concerning the establishment of additional Normal Schools.

On a previous occasion, I understood your opinion to be in favour of establishing one in the Eastern, and another in the Western part of the Province. I would be glad to have your opinion concerning the location and extent of the buildings necessary to

provide for the other sections of the Province requiring the aid of such Institutions, and also as to the necessity for, and the extent of, Model School Accommodation, in connection with such Institutions.

TORONTO, October 12th, 1872.

ALEXANDER MACKENZIE.

IX. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 12th instant, requesting my opinion, for the information of the Government, concerning the establishment of additional Normal Schools, the location and extent of the buildings necessary to provide other sections of the Province requiring such Institutions, and the necessity for, and the extent of Model School Accommodation in connection with such Institutions.

2. I desire to state in reply, that last year I thought, and suggested to the Government that two additional Normal Schools were required,—one in the Eastern and the other in the Western section of the Province, but I am now inclined to think that three additional Normal Schools will be required to extend the advantages of a Normal School training of Teachers, to all parts of the Province,—one at London, one at Kingston, and one at Ottawa. If provision be not made to establish them all at once, I think the first established should be at Ottawa. The centre of a large region of country, where the Schools are in a comparatively backward state, and where the influence of the Normal School training for Teachers has yet been scarcely felt, except in a few Towns, and which is almost entirely separated from Toronto in all branches of business and commerce, and, therefore, to a great extent in social relations and sympathies.

In the Eastern part of the Province there is a also a considerable French population, (with a sprinkling of German), and a strong Roman Catholic element. I think that in the Ottawa Normal School care should be taken to have one, or more, of the Masters Roman Catholics,—one competent to teach French, and to have a class in French, although there should be nothing Denominational in the Normal School at Ottawa any more than there is in that of Toronto.

3. As the whole Province east of Belleville, (except a few Towns and Villages), is less advanced, and less progressive in Schools than in the Western parts, I think a second Normal School should be established at Kingston. The whole region of country from Belleville on the West, to Brockville on the East, has very little more business, or commercial, connection with Toronto than the more Eastern parts of the Province.

4. From the regions of country surrounding both Ottawa and Kingston, I think a sufficient number of Teachers and Candidates for teaching would be collected to fill the Normal Schools there established; and the Normal School training of so many residents in those regions would have an uplifting influence upon the people at large in matters of Public School Education; while both Kingston and Ottawa are the seats of Colleges, and the residence of artists competent to be employed for portions of their time, as Teachers of Writing, Book-keeping, Drawing, Vocal Music, Gymnastics and Calisthenics.

5. Although London is not so remote from Toronto in any respect as Ottawa, or Kingston, yet it is the centre of a populous and prosperous part of the Province, from which an ample number of Student-teachers would be collected to fill any Normal School. In some of the Counties in this part of the Province, there is a German population, among which there are eighty Schools in which the German Language is taught in connection with the English. In one, or two, Counties, French is taught in a few Schools; I think that in a Normal School situated in London, provision should be made for teaching German, and perhaps French, besides the other subjects of a Normal School training.

6. With the establishment of these three Normal Schools I am persuaded there would still be as large a number of Student-teachers attending the Toronto Normal School as can be advantageously trained in one Institution.

7. If County Teachers' Institutes be permitted to be held, and assisted, as authorized by Law, they will do, I think, much to elevate the views, improve the skill, and excite the ambition of young Teachers, and be excellent feeders to the Normal Schools.

8. I think all the Normal Schools should be subject to the oversight of the Education Department, and under the same Regulations formally sanctioned by the Lieutenant-Governor-in-Council. This, I think, is necessary, on the grounds of both economy and uniformity of standard, and system of instruction. But I cannot here enter into any details of my reasons for this view.

9. As to the extent of accommodation in each Normal School, I think that provision should be made for training one hundred and fifty Teachers in each School, and that the Model Schools connected with the Normal School should each be able to receive three hundred Pupils,—one hundred and fifty in the Girls' Model School, and one hundred and fifty in the Boys' Model School. This is the number of the Student-teachers in the Normal School, and of Pupils in the Model Schools in Toronto, to which we have sought to confine admissions until the last year, and I believe it to be the best number for economy and efficiency.

10. There should be three Masters in each Normal School,—one Teacher of Geography, History, and English, including methods of School Teaching, Organization and Discipline; one Teacher of Mathematics, including Arithmetic, Algebra, and Geometry or Euclid; and one Teacher of Elementary Science, (called Science Master), including Botany, Chemistry, (with application to Agriculture, etcetera), and Natural Philosophy, especially Mechanics. There must also be three Teachers in each Model School, one for each of the three divisions of fifty Pupils each. In both Massachusetts and Michigan attempts were made to connect some of the Town Schools with the Normal School, as Model Schools; but it was found unsatisfactory, conflicts frequently arising in regard to both arrangements and discipline. The Fees charged in the Model Schools of Toronto cover the greater part of the expenses attending them. In addition, I would say, that provision must be made for giving instruction by other Teachers for a portion of their time in Writing, Book-keeping, Drawing, Music, Gymnastics and Calisthenics.

11. As to the cost of the Normal School and Model School Buildings, I find that the Normal School Building here, including Apparatus and Furniture, cost \$38,796. This does not include the Model School accommodation, the cost of which would not much exceed \$5,000, (not including the ground for its Site). My Estimate, therefore, made in conversation last week, was not far from correct,—being about \$50,000 for the erection of each Normal School Building, including Model School accommodation. The current expenses of each establishment should not exceed \$15,000 per annum.

12. We have recently received from Boston some improved and excellent Plans for Normal, High and Primary School Buildings, lately erected, and being erected, in the New England States, and we are getting the copies of the plates of some of them for publication in the *Journal of Education*. Mr. Tully, the Architect, prepared the second best Plan of our present Normal School Buildings, when plans were advertized to be competed for. If he were to come here, he could, in consultation with Doctor Hodgins, prepare a Plan more economical and convenient, and handsomer than our present Normal School Building, and have the Model Schools included as a part of it, so that the whole could be built, warmed, etcetera, much more economically, and more conveniently than anything of the kind we have at present. The whole would thus be prepared and erected under the immediate oversight of the Government.

13. In the foregoing suggestions, I have not touched upon numerous details in the arrangement and management of the proposed Normal Schools which can only be fully understood and considered by personal consultation.

TORONTO, October 19th, 1872.

EGERTON RYERSON.



## PART III. CORRESPONDENCE WITH THE PROVINCIAL SECRETARY.

RETURN TO AN ADDRESS OF THE LEGISLATIVE ASSEMBLY TO HIS EXCELLENCY THE LIEUTENANT-GOVERNOR, PRAYING THAT HE WILL CAUSE TO BE LAID BEFORE THE HOUSE A RETURN, STATING CONCISELY:—

1. The date of the establishment of the Normal and Models Schools in this Province.

2. The total outlay on Capital Account, in respect of the said Schools, including the purchase of Lands, and every expenditure strictly chargeable to Capital Account.

3. The Annual Outlay, since the establishing of the said Schools, including the Staff of Teachers, Superintendence, Maintenance, and every Expenditure not charged to Capital Account.

4. The names of the Persons in each year, with their places of residence, who have received instruction at the Normal School, with a view to fitting themselves for teaching in this Province, and the average number of them who have made, and are still making, teaching their profession, and how many of such Teachers are now teaching in the Province, and in what Counties they are now teaching.

5. The average cost to the Country, including interest at six per cent. on the said Capital outlay for the training of each Teacher, who has made teaching in this Province a permanent occupation. By Command,

TORONTO, 4th February, 1873.

T. B. PARDEE, Provincial Secretary.

## I. FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour in reply to a Letter of the 14th ultimo, from Mr. Eckart of your Department, to send herewith the information asked for by the Legislative Assembly in regard to the Normal School.

The Return will be found to contain a number of interesting facts, in regard to the operations of the Normal School since its establishment. They may be briefly summarized from the Return, (where the details are fully given, in the order in which they were asked for), as follows:—

1. Date of establishment of the Normal School .....	1847
2. Period which the Return covers .....	25 years
3. Number of admissions to the Normal School during those 25 years .....	6,235
4. Average number of admissions per year .....	246
5. Number of different individuals admitted during the 25 years .....	4,095
6. Average number of individuals per annum .....	164
7. Average length of attendance of each individual admitted. About one Session and a half.	
8. Aggregate number of Certificates issued during 21 years, (none being issued during the first four years) .....	3,266
9. Average number of Certificates issued per annum .....	155
10. Aggregate number of permanent valid Certificates issued to different individuals during 21 years, deducting those cancelled, or recalled .....	1,980
11. Average number of valid Certificates issued per annum .....	92
12. Of the 1,980 valid Certificates, the holders of 806 are now teaching; and in allowing 250 as the number of those who were trained during the first nine Sessions, (but received no Certificates), and those who, although partially trained, also received no Certificates, except those of the County Board, we have now available as Normal School Students teaching, about .....	1,056

13. The cost of the present Normal School Buildings, (Upper Story), was \$39,269; cost of Model School Buildings, (Lower Story), \$10,000; proportion of cost of Site, \$9,790; total \$59,059 on Capital Account.
14. Average annual expenses of the Normal and Model School:—
- |  |             |
|--|-------------|
| Model School fees received .....                 | \$11,983 00 |
| 6 per cent. on Capital Account of \$59,059 ..... | 3,543 00    |
|  | <hr/>       |
|  | \$15,526 00 |
15. Dividing this annual average expenditure by the 246 average annual admissions we find the annual cost of training each to be about ... \$63 00
16. Dividing the amount again by the average number of different individuals trained, (164), we find the cost of each to be ..... \$95 00
17. Dividing the amount again by the average number of Certificates issued per annum, (155), we find the cost per Certificate to be a little over \$100 00
18. Dividing the amount by the average net number of valid Certificates, we find the average cost per Certificate to be about ..... \$169 00
19. Dividing the amount by the number of Normal School Students now teaching we find the average cost of each to be about ..... \$343 00

From the Return I trust it will be seen that rigid economy, great efficiency and success have characterized the measures adopted to establish and manage the Normal and Model Schools, together with minute accuracy in the accounts of all moneys received and expended in connection with them

TORONTO, February 3rd, 1873.

EGERTON RYERSON.

I. The Normal and Model Schools for Upper Canada were established in 1847, and opened on the first day of November of that year.

II. The Building first occupied was the Government House at Toronto; the Legislature having made a grant for "procuring and furnishing suitable buildings," amounting to \$6,000. Of this sum \$5,997.68 were expended in preparing the Government House Building for the reception of the Institutions, and providing the necessary Furniture and Apparatus during 1847-1849. The Building was resumed by the Government on its return to Toronto in 1849.

In addition to a portion of the Government Buildings retained in 1849 for the Model Schools, the Temperance Hall, Toronto, was temporarily occupied for Normal School Classes in 1850-53, at a rent of \$300 a year. Buildings were erected in 1850-53, (occupied in 1853), for the accommodation of the Normal and Model Schools, the Education Department, Depositories, Museum, and Council of Public Instruction, on a Site of 7½ acres, which cost \$18,000.

The following is a statement of the total expenditure on capital account:—

For Site and Buildings .....	\$100,837 65
Add other expenses .....	5,689 90

Total Departmental Building and Model Schools..... \$106,527 55

NOTE. The Public Accounts of 1871 show that \$13,613.50 were paid during that year for the enlargement of the Model Schools. In the year 1858-9 the Model Grammar School was erected, facing Gerrard Street, and the Normal School was transferred to that Building in 1860.

The cost of that Building was as follows, including Fixtures ..... \$39,269 91

This cost of this Building, (now being entirely used as a Normal School), may be taken as representing the original cost of the Normal School from the beginning. The Building originally erected in 1851-53 for a Normal School, being now entirely used as the Education Department, its Museum and Depositories. To it should be added the cost of the Model Schools, and a proportion of the cost of the Site. In that case the

Expenditure on Capital Account for the present Normal and Model Schools may be estimated as follows:—

Present Normal School Building on Gerrard Street .....	\$39,269 00
Model School Buildings up to 1871 .....	10,000 00
Proportion of cost of Site .....	9,790 00
	<hr/>
	\$59,059 00

III. The expenditure of the Normal and Model Schools on Current Account, including supplies of Furniture, aid granted to Students during the earlier Sessions, Salaries, and all charges not in the foregoing statement.

Total expenditure from 1847 to 1871 .....	\$299,578 77
Total annual outlay for current expenses, average .....	\$11,983 15

IV. Statement of the number of Teachers-in-training admitted to the Normal School in each Session, and of the Certificates awarded; also the number of trained Teachers annually reported as teaching in the Schools.

N.B. No Provincial Certificates were issued until the Ninth Session.

Number of Admissions of Students from the beginning in 1847 to 1872 ... 6,235

Number of Certificates granted since the Ninth Session ..... 3,266

V. The sum of \$59,059 for the new Building facing Gerrard Street is the proportion of the expense on Capital Account of the Normal School from the beginning, including the Model Schools.

In regard to the cost of the Model Grammar School, (now the Normal School), it is respectfully submitted that the education of the Scholars in those Buildings is an offset to the charge for the erection of that portion of the Buildings.

The Current Expenditure of both Normal and Model Schools for the twenty-five years 1847-1871, (June), less receipts, as referred to in the preceding Statement to have been in all \$299,578.77.

Since the foundation of the Normal School, there were 6,235 admissions, or an average of 246 each year. Of those admitted 2,140 attended more than one Session. There have, therefore, been 4,095 different individuals who have on an average attended the Normal School a little over a Session and a half each, who have thus received more, or less, training in the Institution.

Of the 6,235, who were thus admitted, 3,266 received Provincial Certificates. Of these 1,286 either expired, or were recalled, on the holders receiving a higher grade of Certificate, leaving 1,980 as valid, although it may be fairly estimated that of this number one-fourth have ceased to be available from deaths, or other casualties, other than a change of profession.

The statistics of 1871 show that there were in the Normal School up to that year 844 Teachers holding Provincial Certificates, all of whom, except 64, emanated from the Normal School, besides 26 Inspectors, who held Normal School Certificates in July, 1871, from the County Boards under the new Law, making a total, therefore, of 870 Normal School certificated Students in active service of 1871.

Estimated number of those who have been trained and are now teaching, under old, or new, County Board Certificates, or who have retired from the service, 250, (this is probably a low estimate, and no Provincial Certificates were granted until the ninth Session).

Total of those who may be regarded as having made teaching a permanent occupation, 1,056.

Taking, therefore, the facts which have been enumerated, we find, that,—

1. The total number of admissions to the Normal School since its establishment in 1847, to the close of 1871, (twenty-five years), was 6,235, or at an average rate of 246 a year.

2. The total number of different individuals who were more, or less, trained in the Normal School during those twenty-five years was 4,095, or at the rate of 164 per annum.



3. The number of Certificates issued during twenty-one years, (for no Certificates were issued during the first four years), was 3,266 Provincial Certificates, or an average of 155 per annum.

4. Deducting the number of Certificates recalled, or cancelled, we find that the net number of valid Certificates issued during the twenty-one years was 1,980, or, on an average of within a fraction of 92 a year.

5. Of these 1,980 we find that there are now 806 still employed as Teachers or Inspectors; and to these should be added those, who, although trained in the Normal School during the first nine Sessions, received no legal valid Certificates, and a number who, although partially trained, are now teaching under old, or new County Board Certificates. These two classes are estimated at 250, leaving therefore about 1,056 available Normal School Students who are engaged in teaching.

VI. The average annual expenditure of the Normal and Model Schools for the twenty-five years we find to be (\$299,578 + 25), \$11,983.

To this should be added \$3,543 per annum, being six per cent. on the \$59,059 of Capital Account, making the average annual cost of (Normal and Model Schools), \$15,526. Dividing this sum by the average of admissions each year, we find that the annual average cost of teaching the 250 Students admitted to be nearly \$62.

2. Dividing the annual cost of the Normal and Model Schools, (\$15,526), by the number of different individuals trained during the twenty-five years, we find the cost to be at the rate of \$95 each.

3. Dividing the annual cost, (\$15,526), by the number of Certificates issued, we find the average cost per each Certificate to be about \$100.

4. Dividing the annual cost by the net number of valid Certificates, we find the average cost per each valid Certificate to be \$169.

5. Dividing the aggregate annual cost of the Normal and Model School, including interest at six per cent. on Capital, by the number of Normal Students, who are now teaching and those who continued in the profession, we find the average cost of each to be \$343.

SUPPLEMENTARY RETURN OF STUDENTS ATTENDING THE NORMAL SCHOOL TO AN ADDRESS OF THE LEGISLATIVE ASSEMBLY TO HIS EXCELLENCY THE LIEUTENANT-GOVERNOR, PRAYING THAT HE WILL CAUSE TO BE LAID BEFORE THE HOUSE A RETURN STATING:—

The number of Scholars attending the Normal School for the purpose of qualifying as School Teachers for the years 1869, 1870, 1871, 1872, respectively; also the largest number of Students the present Normal School is capable of accommodating throughout a Session thereof. By Command,

TORONTO, 4th February, 1873.

T. B. PARDEE, Provincial Secretary.

I. FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour, in reply to Mr. Eckhart's Letter of the 23rd ultimo, to send herewith the Return asked for by the Legislative Assembly, in regard to the number of Students attending the Normal School during the years 1869-1872, respectively, and also in regard to the number of Students which that Institution can accommodate.

TORONTO, 4th February, 1873.

EGERTON RYERSON.

RETURN,—Stating the number of Students attending the Normal School for the purpose of qualifying themselves for School Teachers in the years 1869, 1870, 1871, 1872, respectively; and also the largest number of Students which the present Normal School is capable of accommodating throughout a Session thereof:—

	1869	1870.	1871.	1872.
Number of Students in the year .....	340	332	349	341

NOTE. During the month of January, 1872, Correspondence took place between the Chief Superintendent of Education and the Provincial Secretary, in which the Chief Superintendent furnished evidence that several High Schools had complied with the conditions of the School Law of 1871. which entitled them to become Collegiate Institutes. In compliance with his recommendations, the Lieutenant Governor conferred on the following High Schools the rank of Collegiate Institutes, videlicet:—

1. Galt High School, 12 Masters and an average attendance of 120 Boys, in Classics.
2. Hamilton High School, 4 Masters and an average attendance of 74 Boys, in Classics.
3. Peterborough High School, 4 Masters and an average attendance of 73 Boys, in Classics.
4. Cobourg High School, 4 Masters and an average attendance of 65 Boys, in Classics.
5. Kingston High School, 4 Masters and an average attendance of 63 Boys, in Classics.
6. St. Catharines High School, 4 Masters and an average attendance of 62 Boys, in Classics.

The Lieutenant-Governor has also authorized the establishment of the following new High Schools,—suitable accommodation and the employment of two Masters having been guaranteed, videlicet:—

1. Parkhill, in the County of Middlesex.
2. Campbellford, in the County of Northumberland.
3. Mitchell, in the County of Perth.
4. Walkerton, in the County of Bruce.

NOTE. Trustees of High Schools will bear in mind that they are required to employ an Assistant Master, in order to give effect to the new High School Programme. The qualifications of these Assistants are, that they shall either hold a Public School Teacher's Certificate, or at least be certified as an Undergraduate in the Faculty of Arts, of good standing in some University in Her Majesty's Dominions.

The Trustees of each High School, now being established, are required, and freely consent to employ two Masters in their School, whatever may be the number of Pupils in attendance. In justice to these new Schools, and in order to carry out the prescribed Programme of Studies in High Schools, this rule will, at the close of the current six months, be applied to all the High Schools in Ontario. When the application of the new principle of "payment by results," (authorized by the School Act of 1871), will come into force, it will necessitate a more thorough and satisfactory system of instruction than at present exists in many of the High Schools.

NOTE. Here follows Correspondence in regard to the printing of additional copies of the Chief Superintendent's Annual Report for 1870, 71, which it is not necessary to insert.

## II. FROM THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith a copy of a resolution of the Legislative Assembly, and to request you to be good enough to furnish, through this Department, the information required at your earliest convenience.

Toronto, 30th January, 1872.

THOS. C. PATTESON, Assistant Secretary.

*Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, copies of all Regulations issued by the Council of Public Instruction, respecting Public Schools, now in force; a list of the persons to whom the Council granted Certificates; a Statement of the results in detail of the late Examination for Certificates of Qualification of School Teachers; copies of the Minutes of the Council of Public Instruction for the years 1867, 1868, 1869, 1870 and 1871, and copies of the Programme of Studies prescribed for Public Schools and High Schools.

### III. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 30th ultimo, requesting me to furnish the information required by a Resolution of the Legislative Assembly, which you enclose.

It will take some time to get transcribed "the Minutes of the Council of Public Instruction for the years 1867, 1868, 1869, 1870 and 1871," "and a list of the persons to whom the Council has granted Certificates; and especially a statement in detail of the late Examinations for Certificates of Qualification of School Teachers." . . . .

But, as we have in print all the "Regulations issued by the Council of Public Instruction respecting Public Schools now in force, and also copies of the Programmes of Studies prescribed for Public and High Schools," I herewith send them to you without delay. And in a Supplementary Return, I will transmit the other information desired as soon as I can obtain and prepare it.

In transmitting the accompanying copies of Regulations and Programmes, I think it but just to remark, that they were not made obligatory but recommendatory, during the year 1871. It was felt by other Members of the Council of Public Instruction, as well as by myself, that in so important a step and difficult a work, that it was desirable to have the "Regulations" and "Programmes" made public and tested, and get the result of the trial and discussions on the subject from County Public School Inspectors, and other sources, before finally revising and making obligatory and permanent the Regulations and Programmes, as far as the Public and High Schools were concerned.

In preparing the Regulations and Programmes, the doings of other Educating Countries on the same subjects, as also the experiences of our own, were consulted and considered, and likewise what appeared to be our present and probable future educational wants; but it was thought most prudent not to have the Regulations and Programmes printed in a permanent official form, but merely tentatively in advance, in the *Journal of Education*, until the current year.

I do not understand the Resolution of the Legislative Assembly to include copies of my own Official Circulars and Instructions to County Inspectors, and Municipal Councils, and High and Public School Trustees, in regard to these Regulations and Programmes, and I do not, therefore, include them in the accompanying Return; but the exposition of the Regulations and Programmes of Studies, together with the School Law, will be found in my last Annual School Report.

TORONTO, 31st January, 1872.

EGERTON RYERSON.

### IV. REPLY TO THE FOREGOING LETTER BY THE ASSISTANT PROVINCIAL SECRETARY.

I am directed to say, in reply to the Letter accompanying your Return, in part, to an Address of the House, calling for information from the Education Office, that the Government does not understand the Address to cover the information alluded to in the last paragraph of your Letter.

TORONTO, 31st January, 1872.

T. C. PATTESON, Assistant Secretary.

NOTE. Here follows additional Correspondence in regard to the Printing of the Annual Report of the Chief Superintendent which I do not insert.



V. FROM THE ACTING ASSISTANT PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith a copy of a Resolution of the Legislative Assembly, and to request you to be good enough to furnish, through this Department, the information required, (as far as relates to your Office), at your earliest convenience.

TORONTO, 9th February, 1872.

I. R. ECKART, Acting Assistant Secretary.

ENCLOSURE. *Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a Return showing the names of all the Employés of the several Government Offices; also of this House; the date of their employment, whether permanent, or temporary; also the Salary, or Fees, paid each of such Employés.

VI. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION

I have the honour, in reply to your Letter of the 9th instant, to enclose herewith the information asked for my the House of Assembly, in regard to public Employés, so far as this Department is concerned. I also append a short explanatory sketch of the duties performed by them in the various branches of the Department.

TORONTO, 12th February, 1872.

EGERTON RYERSON.

\* ENCLOSURE: STATEMENT OF THE DATES OF APPOINTMENT, NAMES AND EMPLOYES OF THE EDUCATION DEPARTMENT AND EDUCATIONAL DEPOSITORY FOR ONTARIO.

Date of Appointment.	Names.
1844.	The Reverend Egerton Ryerson, D.D., LL.D.
1844.	John George Hodgins, LL.D., Barrister-at-Law.
1854.	Alexander Marling, LL.B.
1856.	Francis Joseph Taylor.

Date of Appointment.	Names.
1859.	John T. R. Stinson.
1863.	William H. Atkinson.
1870.	Robert R. Manners.
1869.	D'Arcy B. Heath.
1858.	James Moore (Vacant).

*Depository.*

1853.	Samuel P. May, M.D.
1866.	Henry M. Wilkinson.
1868.	George Barber.
1870.	E. W. D. Butler.

1868.	Robert J. Bryce.
1871.	Samuel A. May.
1871.	Arthur Ditchburn (Vacant).
1868.	William Lemon.

There are no temporary appointments, nor any fees received.

The following are the Names of the Officers, and a list of the Salaries of these several Officers and Servants in the Education Department for Ontario, 1871.

Office.	Salary.	Office.	Salary.
Chief Superintendent of Education	\$4,000	Residence	413
Deputy Superintendent	2,200	Clerk of Libraries	1,200
As Editor of the <i>Journal of Education</i>	400	Depository Cashier, and Assistant Clerk of Libraries	600
Chief Clerk and Accountant	1,600	Despatch Clerk	400
Clerk of Statistics	1,200	Clerk of Sales	320
Clerk of Records	1,000	Assistant in Depository	160
Clerk of Correspondence	900	Packing Room Assistant	125
Assistant Clerk of Correspondence	500	Junior Clerk	Not fixed.
General Assistant Clerk	200	Packer and Messenger	320
Junior Clerk	Not fixed.	Labourer	280

TORONTO, 10th February, 1872.

J. GEORGE HODGINS, Deputy Superintendent.

## I. DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

When the present School System was first established, the duties of the Education Office were light, as the Municipalities and School Officers and Schools were less than half the number that they are now; there was no auditing of School Accounts for them, no payment of moneys to them through this Office, no *Journal of Education*, no Provincial, Normal, and Model Schools, no provision for supplying Municipalities and School Sections with Text Books, Maps, Apparatus, Prize Books, and Libraries; no Superannuated Teachers' Fund, no Board of Examiners, no Educational Museum; the Grammar, (now High), Schools did not report, or receive inspection through the Department, and the Separate Schools were not individually dealt with by it. The Correspondence of the Office at first amounted to less than 500 Letters per annum. Since that time its duties have so increased, that it has been found necessary to divide the Department into several branches,—in each of which more labour is required than in the whole Office before 1850. The School Act of 1850 more than doubled the duties of the Department; and those duties have been much increased by the amended Grammar, (now High), Common, (now Public), and Separate School Acts, as well as by the progress of the School System and the growing interest of the Country in the advancement of Education and knowledge. The last Grammar, (now High), School Act necessitated a close examination of Grammar, (now High), School Returns and Meteorological Reports, involving much additional time and labour. Some idea may be formed of this increase from the fact that in 1850 the number of Letters received amounted to 1,180; in 1871, it was 12,395. In 1850, the number of Letters sent out from the Department was 720; in 1871, it was 13,358. Since 1850 there has, therefore, been an increase of nearly 1,100 per cent. in the number of Letters received, and of nearly 1,800 per cent. in the number of Letters sent out by the Department; and this increase in the Correspondence is but a fair indication of the increased labour in the other branches. The several branches into which the Department has been divided, are as follows:—

1. *Council of Public Instruction*.—This branch includes the general duties of the Council, as defined by Statute; its Meetings; all matters connected with the Normal and Model Schools, such as their supervision, the appointments of Masters and Teachers, and Servants; the auditing and payments of Salaries and Accounts; the admission of Students and Pupils, the care, furnishing and repairs to the Buildings, (which have been planned, erected and completed since 1850); the care and culture of the Grounds, —a square of nearly eight Acres. The Books, Stationery, etcetera, for the Students in the Normal School, (varying from 100 to 250), and for the 350 Pupils in the Model Schools, are supplied upon written Requisitions from the Head Master of the Normal School, and approved in writing by the Chief Superintendent. The Requisitions are numbered and filed, as the authority for anything done, or procured, under the general or special, orders of the Council, by whom also all the Regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Ontario, are sanctioned, and the Text Books used in the Schools, and the Books for the Public Libraries, are authorized. The Law requires the Chief Superintendent to prepare these Regulations, and all other matters for the consideration of the Council, to conduct all its Correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the Minutes, and the Accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depository*.—This branch includes the providing of the Normal and Model Schools with Text Books and Stationery; the purchase of Maps, Globes and all descriptions of School Apparatus for the Schools throughout Ontario, and the Correspondence relating thereto. These articles had been furnished to the Schools to the amount, (including also Books for Public Libraries and Prizes), of \$569,669, up to 31st December, 1871. The collection of School Apparatus in this Depository is the most extensive in America, if not in Europe; so much so, that a partner of a large Scotch publishing House procured specimens of School Requisites to the amount of about \$40, in order to reproduce them in Edinburgh; and the Secretary of the Board of Education for the State of Massachusetts purchased articles to the amount of nearly Two hundred dollars for the Education Office in Boston, as specimens for the Schools in the State of Massachusetts. Charts and Object Lessons, of about the same value, have also been obtained at our Depository for the purpose of introducing Object Teaching in the Normal and other Schools at Oswego and other American towns. During the year 1854, at the suggestion, and under the revision of this Department, three large Maps of British North America were undertaken,—one in New York; one in Edinburgh, by Messieurs W. & A. Keith Johnston, Geographers to the Queen; and one in London, by the Messieurs Smith, Publishers of the Irish National School Maps. These British Maps of Canada and the Eastern Provinces were of the same size and style with the Johnston and National series of large Maps of Europe, Asia, and included our latest County and Township divisions, lines of Railroad, etcetera. The proofs of those beautiful Maps were corrected in this Office; and they were published and largely



circulated,—thus presenting for the first time to the British public, (besides providing for the Schools both in England and in Canada), Maps of the present Dominion of Canada on a large scale, and also complete and comprehensive in detail. But it has always been an object kept in view to encourage the home Manufacture of School Apparatus of all kinds; and now by far the greater portion of these articles is the production of the Canadian maker, the Maps being drawn and the patterns furnished by this Office.\*

This Depository includes about 1,000 different kinds of Maps, Charts, cheap and beautiful Apparatus, (to illustrate elementary instruction in different branches of Natural History, Chemistry, Natural Philosophy, Geometry, etcetera), which have been obtained from London, Edinburgh, Glasgow, Paris, Boston, New York, Philadelphia, and other places, and the collection of which has cost much time and labour. But, as in the case of the Maps, as well as School Seats and Desks, these articles are now principally manufactured in this Country.

3. *Public Library and Prize Depository.*—This branch includes the procuring and providing of Books for the Public Libraries and School Prizes, with Catalogues, Regulations and Correspondence relating to them. Nearly 4,000 different works are contained in the Catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than sixty Publishers in Great Britain and the United States, have involved a great amount of time and labour during many years. There were 60,204 Volumes of Prize Books supplied to Municipalities and School Sections, during the twelve months ending December, 1871, and 4,825 for Public Libraries,—total 65,029. And from the commencement of the operation of the Depository, 563,653 Volumes have been sent for Prizes, and 247,497 for Libraries,—total, 811,150. To obtain and keep up the necessary supply of Books, orders for them must be made up and sent off from month to month, the payments made and the Books, when received, must be examined by the invoices, and deposited in their respective places. When an application is received from a Municipal, or School, Corporation, the list of the Books desired, or request that Books to a certain amount be selected for them, the Books desired, or selected, are marked on the margin of the printed General Catalogue, one copy of which is used and retained in the Department for each Library; on the outside of this Catalogue are entered the name of the Municipal Corporation, the number of the Library, the amount of the Local Appropriation and Government Apportionment, the value of the selection made by the local Authorities, together with such other entries as may be required, such as the Address of the party to whom the Library is to be sent, dates and number of Letters, relating to the Library, etcetera. After having been examined by the Deputy Superintendent, and such additions made to the selection of Books, as will cover the amount available for the Library, the Books are selected, checked and packed in Boxes, together with the necessary amount of Labels and wrapping Paper for covers for the Books sent. From this checked Catalogue, the invoice is made out and sent to the Corporation for whom the Library is intended, together with the Shipper's, or Carrier's, receipt for the Boxes delivered. Under the system adopted in the Depositories, the person making a purchase attests the record of the transaction by his signature, so that Vouchers are kept for receipts as well as for payments, and this has been the practice of the Department since 1851. The Cashier gives his receipt for all moneys daily paid over to him, and he deposits the cash in the Bank to the credit of the Province.

\* The following is a list of these articles of home manufacture now being made in this Province, chiefly in Toronto:—*Departmental Maps*:—(1). British North America, including Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, B. Columbia, etc.—size, 3 feet 10½ in. x 5 feet 4 in. (2). The World. (3). Europe. (4). Asia. (5). Africa. (6). America. (7). British Isles. (8). United States. (9). Palestine.—each 5 feet 5 in. x 4 feet 4 in. (10). Canada. (11). Europe. (12). Asia. (13). Africa. (14). America.—each 4 feet 2 in. x 3 feet 6 in. *Globes*:—(1). Three inch Hemisphere globe, (hinged). (2). Six inch Semi-frame, large stand. (3). Six inch globe, walnut stand. (4). Twelve inch globe, low stand, with quadrant and compass. Twelve inch globe, with high stand. (5). Eighteen inch globe, with high stand. Eighteen inch globe, with low stand. (6). Thirty inch globe, low stand, with quadrant. (7). Solar Telluric globe, with metal stand and frame. *Apparatus*:—Canadian School Planetarium (Solar System), high stand. Ditto, low stand. The Tellurian, for illustrating the various phenomena resulting from the relations of the Sun, Moon, and Earth to each other on wood stand and sun coloured. Air Pump, barrel 7½ x 2 inches, plate 8 inches. basement walnut, well finished. Air Pump barrel. 7 by 1½ inches: ditto, plate, 6 inches. Hemispherical Cups, with stop cocks, handles and stand. Electrical Machine, plate 12 inches, prime conductor 12 by 3 inches, insulated crank, and in every respect well finished. Electrical Discharger, large glass handle. Mechanical Powers, cherry frame, with four sets of brass pulleys, with silk cord, two sets of brass weights, simple and compound levers, wheel and axle, screw and lever with nut, screw as an inclined plane, wedge in sections, inclined plane with arc and binding screw. carriage ship's capstan etcetera, complete. Ditto, ditto, smaller set. Set of twenty Geometrical Forms and Arithmetical Solids, containing blocks to demonstrate the carpenter's theorem, that the square of the hypothenuse equals the sum of the squares of the other two sides. Flat black-board Brush, of lamb's wool, with handles on the top. Archimedes Screw Pump, with stand and cistern. Centrifugal Machine, mahogany frame, with brass geared wheels, also eight illustrations of centrifugal forces: of the cause of bodies revolving on their smallest diameter, of the flattening poles, etc.: Pointers (long and short), for Globe and Black board Teaching. Dissected Cube Root Block, in box, for illustrating square and cube roots, but especially the latter: Cone, with sections, in boxwood, pinned. Insulating Stool, polished wooden top, 13 inches by 11 inches, four massive glass legs. Numeral Frame (Abacus), various sizes: Non-Evaporating Ink Wells, metal. Common Ink Wells, with iron covers. Over and Undershot Water Wheels: Canadian Rotary Map Stand. mounted on castors. Map Case, for hanging on a wall. *Charts*:—Macallum's Chart of Natural History: Robertson's Chronological Chart; Browne's Geometrical Diagrams; Merritt's Historic Chart of British North America.



The pecuniary advantage of this System of Libraries to the Country may be conceived, when it is considered not only how great a variety of useful Books are introduced and made accessible to all parts of the Province, which were never before brought into the Country, but that these Books have been purchased on most favourable terms, and are so supplied, and that the entire expense of management, including transportation, packing, printing, fuel, salaries, insurance, and all contingencies, has not exceeded twenty per cent. on the sums paid for the Books and Apparatus.

4. *Educational Museum and Library.*—The collection and arrangement of specimens of Painting, Statuary, Engravings, Photographs, and other Objects of Art, and of School Apparatus for public exhibition is an important feature of the operations of the Department for some years past, and with results now of great value. The formation of a Library, in which special attention is devoted to works on Education, Educational Reports from various parts of the world, Educational Text Books, Parliamentary Records and original works bearing on the history of the British North American Provinces, has been steadily progressing.

5. *Education Office.*—This is, of course, the Executive of the whole Department, not only embracing the management of each of the others, but including the general Administration of the Public and High School Laws; explanations to Councils, Inspectors, Trustees, Teachers and others, on doubtful points of Law and modes of proceeding; decisions on Appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools; notification of payments to Provincial Treasurer, and accounting for all Legislative Grants for Public and High Schools, Separate Schools and Superannuated Teachers; the assorting and despatch of 60,000 Examination Papers to the different Boards of Examiners; furnishing annotated editions of the School Laws, Teacher's Registers, blank Reports and Returns for Trustees, Boards of Examiners, School Inspectors, Clerks and Treasurers of Municipalities, (involving an immense amount of labour), and the *Journal of Education*, (besides editing it), to each School Inspector, School Corporation, etcetera, in Ontario; examination of applications from poor School Sections in new Townships, the Apportionment and payment of Special Grant to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies of it to Municipal Councils, Inspectors and School Corporations; general Correspondence relating to the promotion of Education; giving proper attention and explanations to many Visitors from all parts of Canada and from other Countries, who wish to ascertain and witness the departmental management, and the arrangements which have been made for supplying the educational wants of the Country by means of the Depositories, as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the Department, thus summarily stated, require much discrimination and labour. Such, for example, as the Apportionment and notification of payment of the various Grants, after a careful scrutiny of the Returns of the attendance, etcetera, compiling the Annual Report from the Returns of nearly 800 School Reports, and a comparison of these with the Accounts of 500 School Municipalities and Corporations, each of which requires examination and revision in order to compile the Chief Superintendent's Annual Report. Where errors are apparent, the local Report is returned, or a Letter written requesting explanations. In auditing the School Accounts, the Receipts and Expenditures of each Municipality must be checked, compared with the County and other Municipal Auditor's Reports, and with the Apportionment Book, and a minute of the balance made. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by Law to be raised in a Municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum is withheld in paying the next Apportionment of the Grant, until the deficiencies are made up, and the expenditure of all the moneys raised duly accounted for according to Law. This auditing of School Accounts, although a serious task, and involving much Correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the Receipt and Expenditure of Public Moneys,—an important element of public instruction, as well as of good government. To this may be added the examination and publication monthly, (in abstract), of Returns from the Meteorological Stations, established at ten selected High Schools.

In regard to Letters, each Letter received is attached to a blank endorsement, having printed on it the name of the branch of the Department to which the Letter belongs, lines for the number, title, or name of the Writer, post office, date of receipt, and references. It is also entered in the Register of Letters Received, with the summary of its contents, and numbered; and if it refers to former Letters, they are obtained, and their numbers noted, with such memoranda as may be necessary; should it belong to the Depositories, the request is complied with, and the Order is supplied immediately on receipt of the money. A copy from each Draft of reply, or Letter sent from the Office must be made, addressed to the party concerned, and a press copy retained. The date of the reply is also entered on the back of the Letter received.

The Books are kept by double entry, and are balanced monthly, and detailed Accounts periodically transmitted to the Provincial Treasurer. All cash Receipts, (as above stated), are deposited to the credit of the Province, and all payments, except for Customs Duties and petty expenses, are made by the Provincial Treasurer upon the Certificate of the Chief Superintendent. Warrants are, however, issued for the purpose of paying Customs Duties and petty expenses; Cheques for which payments are issued against the Warrants. With respect to the mode of accounting, the following is an abstract from the evidence of Mr. John Langton, the Provincial Auditor, before the Departmental Commission [Sessional Papers, Number 11, Volume XXI., Session 1863]:—"The Superintendents of Education send me Vouchers for all their expenditure. The accounts of the Upper Canada Superintendent are very regular, and are amongst the most correct in form that come to my Office."

The following Books are kept:—1. Cash Book; 2. Cheque Book; 3. Treasury Certificate Book; 4. Ledger; 5. Bank Account Book; 6. Public School Apportionment Book; 7. Separate School Apportionment Book; 8. High School Apportionment Book; 9. Superannuated Teachers Register; 10. Superannuation Fund Subscription Book; 11. Pensioners' Apportionment Book; 12. Letters Received Book; 13. Letters Outwards Book; 14, 15, 16. Depository and Library Sales Books, (three); 17. Depository Invoice Book; 18. Depository Abstract Book; 19. Museum Invoice Book; 20. Normal School Admission Register; 21. Provincial Certificate Register; 22. Register of Inspectors and Examiners' Certificates; 23. Inspectors' Pay Lists; and 24. The Minute Books of the Council of Public Instruction.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrassment, to get through with the work undertaken, and to render the Department an approved and efficient agency for advancing the educational and social interests of the Country. Each branch in the Office has a Head, who is responsible for the working of his branch. The whole passes under the review of the Deputy Superintendent, who refers special cases to the Chief Superintendent as they arise.

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty, or difference, the Chief Superintendent has deemed it his duty not to limit the replies of his Department to the dry technicalities of Law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions, the parties addressed, to avail themselves of the facilities afforded for promoting Education and knowledge among the youth of the Country.

The Annual Report for 1870, which has been given to the public, exhibits the progress the School System has already made, and with further improvements in the Law, which experience has shown to be necessary, it may reasonably be expected, if nothing untoward occurs, that the progress of the System from 1871 will even exceed the progress which it has made from 1850. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the Country would justify. To educate the people through themselves is the fundamental principle of the School System; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a State School Tax in Ontario, the Legislature imposing no School Tax, as in the neighbouring States. All the taxes levied and collected for School purposes are the voluntary acts of the local Municipalities. Yet the progress of the School System in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

#### DOCUMENTS FURNISHED TO THE SCHOOL OFFICERS OF ONTARIO.

The following Papers and Reports are furnished gratuitously by the Education Department of Ontario to the various School Officers, videlicet:—

1. *The Journal of Education of Ontario* is sent monthly to each of the Trustee Corporations in the rural School Sections, to the Boards of High and Public School Trustees, to the School Inspectors, to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, etcetera.—Total 6,000 copies.

The *Journal* has been constituted the official medium of communicating all Departmental intelligence. It is regularly sent by the Publisher, about the first of each month, to the official address of the parties above enumerated. To the public, the price is \$1 per annum, payable in advance. Back Volumes since 1848, (the first year of its existence), can be furnished on the same terms.

2. The School Registers, for recording the Attendance, Recitations and Deportment of Pupils, are furnished to each of the High and Public Schools, and to the Separate



Schools of Ontario.—Total, about 5,500 copies. The Registers are sent annually to the County Clerks for gratuitous distribution, through the School Inspectors.

3. The Trustees' Half-yearly Reports are sent every six months,—through the School Inspector,—to the Trustees of each School Section. Those for the High Schools and Roman Catholic Separate Schools are sent direct from this Department.—Total sent out annually, 11,000 copies.

4. The Trustees' Blank Annual Reports are annually sent through the School Inspectors, to each of the Trustee Corporations in the rural School Sections.—Total about 4,500.

5. The Blank Annual Reports, from which the General Annual Report of the Department is compiled, are sent to the School Inspectors and Boards of Public School Trustees and Boards of High School Trustees.—Total number sent out annually, 700 copies.

6. Auditors', Treasurers' and Sub-Treasurers' Returns are sent to about 500 of those Officers, to be filled up and returned.

7. The Chief Superintendent's Annual Report to the Lieutenant-Governor, printed by order of the Legislative Assembly, is also sent to each of the rural Trustee Corporations; to the Boards of Public School Trustees in Cities, Towns and Villages; to Boards of High School Trustees; to Boards of Public Instruction; to School Inspectors, and to Separate School Trustees, besides copies to other parties.—Total number sent out annually, about 4,500.

8. *Various Forms*.—Forms are also sent from time to time to Boards of Examiners, Superannuated Teachers, Trustees, (for Maps), Normal School Students, etcetera.—About 2,000 copies.

9. Examination Papers are sent twice a year to Boards of Examiners.—About 60,000 copies.

### III. LETTERS RECEIVED AND SENT OUT BY THE DEPARTMENT, 1852-1871.

YEAR.	Number of letters received.	Average number per week.	Number of letters sent out.	Average number per week.
1852.....	2,996	57	1,430	27
1853.....	4,015	77	1,936	37
1854.....	4,920	95	2,581	50
1855.....	5,338	102	3,764	72
1856.....	5,739	110	3,966	77
1857.....	6,294	121	3,542	68
1858.....	6,431	124	4,627	88
1859.....	6,468	125	5,823	112
1860.....	7,121	137	6,015	116
1861.....	7,215	138	5,656	108
1862.....	6,495	126	4,955	95
1863.....	6,365	122	5,054	97
1864.....	6,655	128	5,415	104
1865.....	7,263	139	5,833	112
1866.....	8,373	161	5,186	100
1867.....	8,242	158	5,581	107
1868.....	8,409	161	5,793	111
1869.....	8,422	162	5,743	110
1870.....	8,924	171	6,743	130
1871.....	12,395	238	13,359	257

*Recapitulation*.—The number of copies prepared, written or printed and sent out annually.

	Copies.
1. Journal of Education.....	6,000
2. School Registers.....	5,500
3. Trustees' Blank Half-yearly Reports.....	11,000
4. Trustees' Blank Annual Reports.....	4,500
5. Auditors' and Treasurers' Blank Returns.....	500
6. School Inspectors' and Board of Trustees' Blank Annual Reports.....	700
7. Chief Superintendent's Report.....	4,500
8. Various Forms, about.....	2,000
9. Examination Papers.....	60,000
10. Letters, etcetera, sent out and received.....	26,000
11. Circulars, ab ut.....	800

Grand total per year..... 121,500



## VII. FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

Having been informed by Professor Young that he had tendered to the Government, through you, his resignation as a Member of the Council of Public Instruction, I beg respectfully to recommend that the Reverend F. H. Marling be appointed as Mr. Young's Successor. Mr. Marling is a Congregational Minister in this City and is a Gentleman of high character, of excellent talents and attainments, and of large experience in matters relating to the instruction of youth.

I have also to submit, that, as the Reverend John Barclay, D.D. has been disqualified by mental disease, and has been absent from the Country more than a year, the Reverend D. J. Macdonnell, B.D., (Doctor Barclay's Successor in the pastorate of St. Andrew's Church in this City), be appointed Member of the Council of Public Instruction in place of the Reverend Doctor Barclay retired.

I have not the pleasure of personal acquaintance with Mr. Macdonell, but he occupies an important position, and I understand he is a Gentleman of fine scholarship and talents.

I cannot but express my deep regret at the loss of the very valuable services of the Reverend Mr. Young, in the Council of Public Instruction, and I think it but just to Mr. Young and to all the Members of the Council to append hereto the Letter of Mr. Young addressed to myself, informing me of his resignation.

It appears to me proper and needful, that I should, in this connection, give some explanation as to the origin and constitution of, and the modes of filling up vacancies in the Council of Public Instruction.

It was first authorized by the School Law and constituted in 1846, consisting of nine Members, after the example of the Privy Council Committee of Education in England, and composed of the best qualified gentlemen available, partly Laymen and partly Clergymen, about equally connected with the principal Religious Denominations. Laymen duly qualified have always had so much business of their own to engross their attention, that they have found it extremely difficult to attend the Meetings of the Council, much less to examine the Papers and Books often requiring their judgment.

Three Laymen, while Members of the Council, have died and their places in two instances have been filled by Clergymen. I may also remark, that by Law, all Heads of Colleges in the Province of Ontario are *ex officio* Members of the Council; but the President of the Toronto University College is the only one that has attended the Meetings of the Council, and taken part in its proceedings. When the Provost of Trinity College was first notified, upwards of fifteen years since, he replied that he could not attend unless authorized by the Council of his College: and the Heads of other Colleges not situate in Toronto stated their inability to attend the Meetings of the Council, unless their Travelling Expenses were paid. I have repeatedly submitted the question, but Government has uniformly declined to pay the Travelling Expenses of Members of the Council.

I have also to remark that it has been a principle acted on from the beginning that no person should be a Member of the Council, who was subjected to its authority, or in any way interested in any Salaries, or Allowances it might grant, or recommend, or in Regulations it might adopt. As long as Doctor Ormiston and Professor Young held the office of Grammar School Inspectors they were not appointed Members of the Council, but, as soon as they ceased to hold any Office under the Council, they were recommended and appointed to fill the first vacancies in it.

It remains to me only to remark further, that during the whole period of my connection with the Council, and notwithstanding the numberless and various questions, appointments, dismissals, etcetera, which have been discussed and decided, not one unpleasant word has passed, and, as far as I know, not one unpleasant feeling has existed, between any Member of the Council and myself.

TORONTO, 15th February, 1872.

EGERTON RYERSON.

## VIII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to enclose herewith the Second Part of the Return requested by the House of Assembly, the First Part of which was transmitted to your Department on the 31st ultimo.

The Return now completed and sent in includes the following Papers:—

Copies of the Regulations and Programmes relating to High and Public Schools in Ontario, transmitted on the 31st of January.

Lists of persons to whom Certificates have been granted:—(a) Of eligibility as Inspector in any County, City or Town; (b) of eligibility as Inspectors in certain Municipalities; (c) of eligibility as Examiners; (d) First Class Certificates as Teachers.

Results of Examinations, July and December, 1871.

Copies of Minutes of the Council of Public Instruction, for the years 1867, 1868, 1869, 1870 and 1871.

TORONTO, 15th February, 1872.

EGERTON RYERSON.

NOTE. These several documents have been already inserted in their proper places in previous parts of these Volumes.

## CHAPTER II.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF  
TORONTO, 1872.

*March 2nd, 1872.* The Report of the Directors of the University Museum was presented.

Moved by Doctor Croft, seconded by Doctor Wilson, That the Letters received from Messieurs Armour, Fessenden, Goldie, Miller, Lobb and Spurgeon, Students, be referred to a Committee, consisting of the Vice Chancellor, the Reverend Doctor McCaul, Judge Boyd and Doctor Wilson, to consider and report thereon. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Doctor Croft, That the Directors of the University Museum be authorized to expend the sum of \$570 in manner following:—\$220 in additional Cases, and \$350 for the purchase of a valuable collection of illustrations of Natural History, and for the setting up some of the specimen illustrations. (Carried).

*March 6th, 1872.* The Reverend Doctor McCaul presented the Report of the Committee to which was referred the Communication from Students, read at last Meeting.

Moved by the Reverend Doctor McCaul, seconded by Doctor Wilson, That the Report be received and adopted. (Carried).

Moved by Mr. J. H. Morris, seconded by Mr. T. A. McLean, That the Statute amending the Statute on the "Starr Medals" be read a First time. The motion was lost on a division.

Moved by Doctor Croft, seconded by Professor Cherriman, That the condition of the portion of the Building used as a Laboratory be referred to joint Committee, consisting of two Members of the Senate and two from University College,—said two Members of the Senate to be the Vice Chancellor and Mr. T. A. McLean, such Committee to be authorized to direct the necessary repairs and alterations. (Carried).

*April 30th, 1872.* The Vice Chancellor presented the Report of the Examiners in Medicine as follows:—

For the final Examination for the Degree of M.B. fifteen Candidates presented themselves. The following are the recommendations for Medals:—

University Gold Medal, Mr. Richard Zimmerman; University Silver Medal, Mr. John Beatty Crozier; Starr Gold Medal, Mr. Zimmerman; Starr Silver Medal, Mr. Crozier.

In the Third Year, Messieurs J. H. Close and Hagle were Candidates, and both passed. For the Primary Examination Messieurs Balmer, Fernie, Gray, Machell and A. H. Wright presented themselves; all passed. In the Second Year there were two Candidates, Beeman and Smith, both of whom passed. In the First Year the two Candidates, Messieurs W. Britton and Macdonald, passed satisfactorily.

The following Candidates are recommended for Scholarships:—

First Year, Mr. W. Britton; Second Year, Mr. M. F. Beeman; Third Year, Mr. S. D. Hagle.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be adopted. (Carried).

The Vice Chancellor presented the Report of the Upper Canada College Committee as follows:—

1st. The Committee on Upper Canada College have thought it necessary in its interests, and in order to promote the efficiency of the English Department, to allow Doctor Connon to retire on and after the 1st July next, and the Committee will recommend that, upon his retirement, he be paid such gratuity as His Excellency-in-Council may be pleased to order.

2nd. The Committee have also received a Communication from the Reverend Arthur Sweatman, M.A., stating his acceptance of the Rectorship of Christ's Church, Brantford, and his desire to be relieved of his duties as Second Mathematical Master from the 30th day of June next, and the Committee would recommend that his resignation be accepted.

3rd. The Committee would desire these vacancies to be filled in time for the opening of the next Session of the College.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report be adopted. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Committee on Upper Canada College be re-appointed. (Carried).

*June 2nd, 1872.* The Vice Chancellor presented the Report of the Committee on Grounds, which is as follows:—

That the Corporation of the City of Toronto, Lessee of the Avenue and Park, have omitted to enclose the Park with a suitable Fence in accordance with their Covenant in that behalf contained in the terms of the Lease from the Senate of the University.

That hitherto there were circumstances which seemed to render it inexpedient to force upon the City Corporation the fulfilment of this Covenant, but these, in the opinion of your Committee, no longer exist.

That the Corporation has also omitted to fulfil, or neglected, the satisfactory performance of other Covenants in the Lease, and especially in the maintenance of order, and the prevention of the assembly of crowds, or mobs, in the Park, and in defective lighting and inefficient Police.

That the City Corporation has also hitherto failed to complete the Drives and Roads mentioned in the Lease, and it is only recently that efforts have been made to protect the Trees, or to plant others.

Your Committee would respectfully recommend that the City Corporation be formally notified to perform and fulfil with all reasonable dispatch the several covenants of the Lease from the Senate to them.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report be adopted, and that the Registrar do forward a copy of the said Report, and of this Resolution to the Clerk of the Corporation of the City of Toronto, and that their attention be respectfully requested thereto. (Carried).

The Vice Chancellor presented a Communication from Professor Young, suggesting certain changes in the Text Books in the Department of Metaphysics and Ethics, which were concurred in by Professor Murray.

The Vice Chancellor presented his Report of the Examinations in the Faculties of Law and Arts, and in the School of Agriculture as follows:—

In the Faculty of Law, four Candidates presented themselves in the Second Year, Messieurs J. W. Jones, T. Langton, J. B. Smith and W. J. Walker. All passed. The Scholarship is awarded to Mr. Smith.

For the Third Year, there were three Candidates, all of whom passed, videlicet:— Messieurs A. Brough, M. Cummings, R. E. Kingsford; Mr. Brough being recommended for the Scholarship.



For the Degree of LL.B., there were four Candidates; two, (Mr. D. Chisholm and Mr. A. J. Walker), for the ordinary Examination, and two, (Mr. J. C. Hatton and Mr. J. B. McLellan for the special Examination. All passed.

In Agriculture Mr. E. G. Badwell passed in the First Year and Mr. E. B. Palmer in the Second. In the Faculty of Arts all the Candidates for the Degree of B.A. passed, except Mr. C. Black.

The following recommendations were made for Medals:—

Classics, Gold Medal, Mr. J. Fletcher; Classics, Silver Medal, Mr. J. White; Mathematics, Silver Medal, Mr. A. C. Killan; Modern Languages, Silver Medal, 1. Mr. W. Williams, 2. Mr. A. C. Killan; Natural Science, Gold Medal, Mr. G. Gibson; Natural Science, Silver Medal, 1. Mr. J. Crerar, 2. Mr. Forest, 3. Mr. J. C. Biggs; Metaphysics and Ethics, Gold Medal, Mr. A. J. Scott; Metaphysics and Ethics, Silver Medal, Mr. S. J. McKee.

The following recommendations were made for Prizes:—

Oriental Languages, Third Year, Mr. J. Torrance, Mr. J. W. Yule; Oriental Languages, Second Year, Mr. D. L. McKeichive; Greek Verse, Mr. J. Fletcher; English Verse, Mr. J. L. Stuart; English Prose, Mr. W. Houston, French Prose, Mr. L. A. McPherson; German Prose, Mr. W. Williams; Meteorology, Mr. D. K. McMichael.

The Prince's Prize has been awarded to Mr. A. C. Killan.

In the Third Year the Scholarships are awarded as follows:—

Classics, 1st, Mr. T. H. Wallace; Classics, 2nd, Mr. J. Craig; Classics, 2nd, Mr. A. C. Galt; Classics, 2nd, Mr. J. T. Small; Mathematics, 1st, Mr. H. P. Milligan; Mathematics, 2nd, Mr. W. F. King; Modern Languages, Mr. J. H. Long; Natural Science, Mr. King; Metaphysics, etcetera, Mr. W. J. Robertson; History and Civil Polity, Mr. Robertson; General Proficiency, 1st, Mr. Robertson; General Proficiency, 2nd, Mr. King; General Proficiency, 3rd, Mr. G. E. Shaw; General Proficiency, 4th, Mr. J. C. Yule.

The recommendations for the Scholarships in the Second Year are as follows:—

Classics, 1st, Mr. T. T. MacBeth; Classics, 2nd, Mr. F. P. Betts; Mathematics, 1st, Mr. A. B. Aylesworth; Mathematics, 2nd, Mr. A. Dawson, Mr. F. F. Manley; Natural Sciences, Mr. Thompson; Modern Languages and History, Mr. Macbeth; Logic, Metaphysics and Ethics, Mr. D. L. McKeichive; Special Proficiency, Mr. Aylesworth; General Proficiency, 1st, Mr. Macbeth, 2nd, Mr. Aylesworth, 3rd, Mr. Betts, 4th, Mr. Thompson.

In the First Year the following recommendations for Scholarships were made:—

Classics, 1st, Mr. A. Crysler; Classics, 2nd, Mr. F. W. Kerr; Classics, 2nd, Mr. J. A. Wright; Mathematics, 1st, Mr. M. A. Clark; Mathematics, 2nd, Mr. H. H. Gilmer; Special Proficiency, Mr. Crysler; General Proficiency, 1st, Mr. Crysler; General Proficiency, 2nd, Mr. Clark; General Proficiency, 3rd, Mr. A. P. McDiarmid; General Proficiency, 4th, Mr. J. A. M. Aikins; General Proficiency, 5th, Mr. J. Fullerton.

The following Candidates for Higher Degrees are recommended as passed:—M.D., Mr. H. H. Fell, Mr. S. P. Ford, Mr. W. Forrest, and Mr. A. McKinnon; M.A., Mr. E. Cockburn, Mr. J. Fisher, Mr. T. F. Fotheringham, Mr. J. Henderson, Mr. T. W. Mills, Mr. T. C. McCormick, Mr. H. H. McPherson, Mr. R. Pettigrew, Mr. G. A. Rodenhurst, and Mr. J. R. Wrightman.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report be adopted. (Carried).

*June 6th, 1872.* Moved by the Reverend Doctor McCaul, seconded by Doctor Croft, That the following alterations be made in the Text Books in the subjects of (Pass) Natural History, Second and First Years, Richardson's Text Book of Zoology and Gray's How Plants Grow, instead of the Books now in use.

(Honours). Owen's Lectures on Comparative Anatomy and Nicholson's Introduction to the study of Biology, instead of the present Text Books.

Third Year.—(Pass). Nicholson's Manual of Zoology; Rolleston's Forms of Animal Life; Gray's Manual of Botany.

(Honours). The same Books.

For Degree.—(Honours). Huxley's Comparative Anatomy of Animals, instead of Quekett, Carpenter and Lindsay. (Carried).

*June 7th, 1872.* The Senate proceeded to the Convocation Hall where Degrees were conferred and other proceedings had, as appears of record in the Book of Convocation.

*June 14th, 1872.* There not being a quorum present, the Senate adjourned.

*June 18th, 1872.* Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, and carried, That the following be the Text Books in Metaphysics and Ethics, (not including Political Economy, Natural Theology nor Logic).

Second Year. Locke, Books II, III, and IV; Stewart's Outlines of Moral Philosophy.

For Honours. Thomson, Outline of the Laws of Thought; History of Philosophy to end of Scholastic Period.

Third Year. Reid, Intellectual Powers; Jouffray, Introduction to Ethics.

For Honours. Locke, Book I, with Cousin's Citizen; Schuzler, History of Philosophy, Chapter XXIII to XLII; Des Cartes, Method, Meditation and Principle.

For B.A.—(Honours). Mill's Logic, Book III of Induction; Hamilton's Dissection and Notes on Reid; Jouffray, Introduction to Ethics; Kant, Critique of Pure Reason; Schuzler, History of Philosophy, to the end of Chapter XLII; Tennemann, History of Philosophy, Scholastic Period.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That Examiners for the year ending 1st July, 1873, be appointed. (Carried). Which was done.

Moved by Doctor W. T. Aikins, seconded by Doctor Croft, That Mr. W. O. Eastward, M.A., M.D., be appointed to represent the University in the College of Physicians and Surgeons of Ontario for the ensuing three years. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Statute for appropriating the sum of \$2,000 to the University Library, be read the Second time and passed. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the following be appointed a Committee, and be authorized to make such repairs in the Laboratory and Professor Croft's Rooms as they may think necessary, videlicet:—The Vice Chancellor, the Reverend Doctor McCaul, Doctor Wilson, Judge Boyd, and Mr. T. A. McLean. (Carried).

Moved by the Vice Chancellor, seconded by Judge Boyd, That the Statute relating to the Fees of Examiners be read a first time. (Carried).

*September 19th, 1872.* Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That, in anticipation of the proposed visit of His Excellency the Governor-General, the following be appointed a Committee to act jointly with a Committee from University College in making such arrangements as may be requisite, and in presenting a joint Address, videlicet:—The Chancellor, the Vice Chancellor, Judge Boyd, the Reverend Doctor Jennings, and the Reverend John Campbell. (Carried).

Read a Communication from the Provincial Secretary, returning Statute XCI, approved by His Excellency the Visitor, and a copy of a Minute-in-Council, authorizing the expenditure of \$2,000 on the University Library.

Read a Communication from Mr. J. E. Thomson, Librarian to the University, asking for an increase in Salary.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Curriculum in the Faculty of Law be altered, in accordance with the changes in the Text Books in Natural Science and Metaphysics and Ethics, etcetera, recently introduced in the faculty of Arts. (Carried).

The Vice Chancellor introduced a Statute appointing a Registrar, in place of Mr. Thomas Moss, M.A., who having become a Member of the Senate has resigned that Office. Moved by the Vice Chancellor, seconded by Judge Boyd, That the Statute be read a First time. (Carried).

*September 27th, 1872.* The Report of the recent Matriculation and Supplementary Examinations was then presented, and the following were the recommendations for Scholarships:—

Junior Matriculation, Classics, 1st, Mr. J. G. McKeown; Junior Matriculation, Classics, 2nd, Mr. J. E. Wetherell; Mathematics, 1st, Mr. Blackburn; Mathematics,

2nd, Mr. W. G. Eakins and Mr. W. Grant; English Grammar and History, Mr. Eakins; General Proficiency, 1st, Mr. Wetherell; General Proficiency, 2nd, Mr. Eakins; General Proficiency, 3rd, Mr. McKeown; General Proficiency, 4th, Mr. Campbell; General Proficiency, 5th, Mr. F. E. Hodgins; General Proficiency, 6th, Mr. J. W. A. Stewart; General Proficiency, 7th, Mr. Grant.

Moved by Mr. G. R. R. Cockburn, seconded by Doctor W. T. Aikins, That the Report be received and adopted. (Carried).

Moved by Judge Boyd, seconded by Doctor Norman Bethune, That Mr. William Glenholm Falconbridge, M.A., be appointed Registrar of the University, and that his name be inserted in the Statute, which was read a first time at last Meeting. (Carried).

Moved by Judge Boyd, seconded by Doctor N. Bethune, That the Statute appointing a Registrar be read a Second time and passed. (Carried).

Moved by Mr. T. A. McLean, seconded by Mr. G. R. R. Cockburn, That the Memorial of Mr. J. E. Thompson, Librarian, be referred to the Library Committee to report thereon. (Carried).

*February, 1st, 1872.* Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Library Committee for 1872-3 consist of Doctor Croft, Doctor Wilson, the Reverend Mr. Davison, the Reverend John Campbell, in addition to the *ex officio* Members. The Grounds Committee to consist of Judge Boyd, Mr. Thomas Hodgins, in addition to the *ex officio* Members. The Observatory Committee to consist of Professor Cherriman and Doctor Norman Bethune, in addition to the *ex officio* Members. (Carried).

*October 3rd, 1872.* Mr. Thomas Moss presented the Report of the Committee to whom was referred the application for admission *ad eundem statum*, read at last Meeting as follows:—"The Messieurs Phillips and Perkins are Undergraduates in Arts of the University of Albert College, applying to be admitted to the standing of the First Year; and their Certificates being regular, the Committee recommend that their application be granted.

Moved by Doctor Wilson, seconded by Mr. Thomas Moss, That the Report be adopted. (Carried).

Moved by Doctor Wilson, seconded by Mr. Thomas Moss, for the First Reading of a Statute respecting Scholarships, (Carried).

Moved by Mr. Thomas Moss, seconded by Mr. T. A. McLean, That the Statute respecting Examiners be read a First time. (Carried).

*October 19th, 1872.* Read a Communication from the City Clerk, expressing the desire of the City to acquire the Land lying north of the Land now held by the City under lease, and known as the "Queen's Park," and requesting the Senate to name the price per acre at which they would dispose of the same, and the value placed on the vacant Building.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Communication of the Clerk of the Council of the City of Toronto submitting a proposition for the acquisition of a further portion of the University Lands, adjoining the Park, be referred to the Committee on Grounds to report thereon to the Senate. (Carried).

The Vice Chancellor having briefly expressed his sense of the honour the Senate had done him in electing him four times Vice Chancellor, and having declined a re-nomination, it was,—

Moved and seconded that Mr. T. A. McLean, M.A., be elected Vice Chancellor of the University for the term beginning on the 1st of January next.

Moved in amendment by Doctor Wilson, seconded by Professor Cherriman, That Mr. Thomas Moss, M.A., be appointed Vice Chancellor. (Lost).

Moved in amendment to the original motion by Doctor Wilson, seconded by Mr. G. R. R. Cockburn, That Doctor Larratt Smith be appointed Vice Chancellor. (Carried).



*October 28th, 1872.* The Vice Chancellor presented the Report of the Committee on Grounds, on the proposition of the City for the acquisition of further Land in the Park as follows:—

The Committee on Grounds, having had under consideration the Communication of the City Clerk, have the honour to report as their conclusion, that they would recommend that the Corporation of the City be offered the acquisition for the purpose of an addition to Queen's Park of the Land referred to in the City Clerk's Letter at the price of \$4,000 per acre, payable in ten years, with interest at 6% per annum, payable half yearly, to be secured by Mortgage on the Land; that, before this offer be obligatory on the University, it is a condition of such offer that the Corporation do, by a suitable Fence, separate the Park from the University Grounds, and that all the stipulations and conditions contained in the Lease of the present Park shall also be applicable, (as far as the nature of the Estate will permit), to the additional Ground now proposed to be acquired, and also, further, that this shall not be taken as any release of any rights of the Senate in respect of any breaches of Covenant, or of the conditions of the said Lease.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be received and adopted. (Carried).

*December 12th, 1872.* The following Communications were read:—

(1) From Mr. A. Macnabb and others, residing on William Henry Street, asking that a carriage way be opened into the Avenue.

(2) From the Reverend J. D. O'Meara, B.A., praying that in consideration of his proposed immediate departure to Manitoba, he be allowed to write his Thesis.

(3) From the Reverend Charles Boyd, a Bachelor of Arts of Albert College, Graduate of Auburn Theological Seminary, of the Church of England, praying to be admitted to Fourth Year standing in Arts.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Petition regarding William Henry Street be referred to the Committee on Grounds to report thereon to the Senate. (Carried).

In this connection it was moved by Mr. T. A. McLean, seconded by Professor Cherriman, That the question of the right of entry allowed to Mr. Cumberland be referred to same Committee, with direction to report thereon.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That Mr. O'Meara's Petition be assented to; also those of Messieurs Boyd and Richardson. (Carried).

The Committee, to whom was referred the application received from Mr. Stephen Lett, lately a Student in the Toronto School of Medicine, who presented himself for examination for the Degree of M.B., and passed such Examination, desire to report, and to recommend that such Degree be conferred on him, upon his passing in the required subjects the Examination for Matriculation in the University.

On motion of the Vice Chancellor, seconded by Doctor McCaul, the Report was adopted.

### CHAPTER III.

## PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1872.

### I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

#### PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE.

*May 29th, 1872.* The Treasurers presented their Annual Report, which the Clerical Treasurer, Reverend Richard Jones, read and explained. The Report was adopted.

Moved by Mr. William Kerr, seconded by Mr. William Beatty, and,—

*Resolved*, That this Board take such steps as may be necessary to assume immediate control of that portion of the Centenary Fund, which has been appropriated by the Centenary Committee, under the authority of Conference, to Victoria College for the general and Theological training of Candidates for the Ministry, and that the Treasurers be instructed to open in their Books an account for that Fund, and that it appear in future among the assets of the College.

The Treasurers of the Endowment Fund presented a Report, containing a full exhibit of the moneys received and invested on behalf of that Fund. The Financial Statement was adopted, but some exception being taken to the introductory Letter accompanying the Report, the Board directed that this portion should not be included in the General Report made to the Annual Conference Meeting of the Board, nor distributed for further circulation.

The Reverend T. S. Keough, as General Agent, presented a Report of the Agency for the year, including the Reports of the Assistant Agents, the Reverends Messieurs Christopherson and Freshman. These Reports were adopted, and ordered to be included in the Report to the Conference Annual Meeting of the Board.

In view of the present necessities of the Medical Department of the College at Toronto, the Graduation Fees were allowed to be retained by the Medical School for the present year.

Doctor Berryman was appointed to represent the University on the Provincial Medical Council.

After some conversation respecting the matter, it was moved by the Reverend G. R. Sanderson, seconded by Mr. William Kerr and,—

*Resolved*, That with every disposition to aid the Medical Faculty in procuring a loan for the erection of a new Medical College, nevertheless the Board would not feel justified in authorizing a loan from the Western Permanent Building and Saving Society, inasmuch as it might possibly involve the University in a large financial responsibility, which would be at variance with the previous decision of the Board.

It was moved by Mr. J. H. Dumble, seconded by the Reverend G. R. Sanderson, and,—

*Resolved*, That the Trustees, authorizing the Mortgage of the Medical College Premises in Toronto for a sum not exceeding Four thousand dollars for the purpose of erecting a Building thereon, as proposed by the Medical Faculty, and that the Chairman of the Board be authorized, on their behalf, to sign and attach the Corporate Seal to a Mortgage, securing said loan, but that said Deed shall not contain any Covenant, or provision, whereby the Trustees of this Institution shall incur any liability, personal, or corporate. It was further,—

*Resolved*, That in lieu of the loan proposed from the Western Permanent Building Society, a Committee be appointed to effect a loan in some other way, and that the Committee consist of Doctor Canniff, Dean of the Medical Faculty, with Messieurs Kerr, Dumble and Britton.

The Treasurers of the College reported that a sale of the Guelph property had been agreed upon, in accordance with previous instructions of the Board, and that they were authorized to have the necessary Writings executed to effect a transfer of the Property.

It was moved by Mr. William Beatty, seconded by Mr. B. M. Britton, and,—

*Resolved*, That this Board would respectfully request that the College Annual Meeting recommend the Conference to have a Collection taken up during the coming Conference year, directly for the support of Victoria College, in addition to the Collection now taken up for the education of Candidates for the Ministry, and that this Collection take the place of the Income Tax for the College, now imposed on Members of the Conference.

The President of the College presented a Report of the work done in the University during the year in the Theological Classes. The Report was adopted and ordered to be printed. The thanks of the Board were also tendered to the Professors engaged in this work for the services which they had thus rendered to the University and to the Church.

A Course of Study for the Degree of B.D. was also presented and discussed by the Board. The leading feature of the Curriculum was agreed upon by the Board, but as some details requiring further adjustment were yet to be considered, the final adoption of the Course of Study was left over for the July Meeting, with the understanding that the Curriculum should be published immediately after the said Meeting in July.

The attention of the Board was called by the President of the College to the Theological Course, as published in the Calendar of the present year, and authority was given to the Faculty to constitute this part of the University work into a permanent Department, the subjects being distributed among the Professors, as indicated in the Calendar.

The Chairman of the Board presented a Memorial from the Reverend J. B. Aylesworth, M.D., which was read *in extenso*, and referred to a Committee to consider and report at the next Meeting of the Board. The Committee to consist of Messieurs Dumble, Beatty, Kerr, Maclaren and Doctor Lavell.

*June 11th, 1872.* The Annual Conference Meeting of the College Board met on this day. The Treasurers and Agent presented their respective Reports, which were accepted. The President of the College also presented a Report of the Theological Department for the year, which was also accepted. Mr. William Kerr addressed the Meeting in a Speech in support of the claims of the College.

*Resolved*, That the Reverends I. B. Howard, A. Sutherland, Doctor John Beatty, Mr. J. H. Dumble, and the Reverends William Briggs, T. A. Ferguson and William Hall be appointed Auditors.

*July 24th, 1872.* The Secretary read a Letter from the Reverend Doctor Anson Green, tendering his resignation as Treasurer of the Endowment Fund. The resignation was accepted, and the Secretary was directed to convey to Doctor Green the cordial thanks of the Board for his valuable services. The Reverend Samuel Rose was unanimously appointed Treasurer of the Endowment Fund in the place of Doctor Green and Mr. John Macdonald, Co-Treasurer. The Reverend Richard Jones and Mr. William Kerr were reappointed Treasurers of the College. The Reverend Thomas S. Keough was appointed General Agent, at a Salary of \$1,000 per annum, with travelling expenses, and the Reverend J. C. Ash and Mr. James Kives, Assistant Agents. The Salaries of the Assistant Agents were fixed at \$750 per annum each, with an additional allowance of Fifty dollars to Mr. Kives for his Child.

*Resolved*, That the sum of five per cent. be allowed to the Agents on all moneys paid in over and above the aggregate sum of \$10,000, and two per cent. on all subscriptions over the sum of \$8,000. The percentage in each case to be equally divided between the three Agents.

*Resolved*, That the sum of \$200 be added to the Salary of the President of the College, and of each Professor, and that \$100 be added to the Salary of Tutor Doctor John Wilson, and that the Board is of the opinion that the Salaries even at this figure are too small, and hope at an early day to make a still further addition to them.

The Members of the Board in Cobourg, with the Reverend Messieurs Briggs and Howard, were appointed a Committee on Finance and Repairs.

Doctor John Beatty having informed the Treasurers of his inability to pay his subscription to the Endowment in Cash, and having offered to pay it in Town Lots, the matter was referred to a Committee, consisting of the Treasurers and Mr. J. H. Dumble, with discretionary powers.

The Committee appointed to consider the Memorial of the Reverend Doctor J. B. Aylesworth, presented the following Report, which was unanimously adopted.

The Committee on Doctor Aylesworth's Memorial beg leave to Report, that they have carefully investigated the Statement in that Memorial, and find that the Memorialist was not justified in inferring, from the adoption of his Report, that his appointment to the Office of Agent, or Treasurer, was a permanent one, inasmuch as all Officers of the Board are appointed annually. They also find that the Memorialist's claim for Salary from October, 1862, to July, 1863, is not admissible, inasmuch as he



was then in receipt of a Salary from the Newcastle Circuit, and that assistance was furnished to him, at the expense of the College, to perform the duties of the Circuit.

The consideration of the Theological Course for the Degree of B.D., laid over from last Meeting, was submitted to the Board with modifications, as had been suggested at the previous Meeting. The Report was unanimously adopted.

The President of the College called the attention of the Board to the fact that provision was likely to be made by the will of the late Mr. Edward Jackson of Hamilton, for the separate Endowment of a Theological Chair; and that, as the way would thus be opened to relieve Professor Burwash from the additional duties of the Chair of Natural Science, the President of the College was instructed to take the necessary steps to secure the services of a competent and proper man for the vacant Chair, with a view to his being appointed prior to the ensuing Session.

#### REPORT OF THE THEOLOGICAL DEPARTMENT OF VICTORIA COLLEGE TO THE ANNUAL CONFERENCE MEETING.

The appointment of Mr. Richard W. Wilson, B.A., as Classical Tutor, opened the way for compliance with the expressed desire of the last Conference, that more system and completeness should be given to this Department, and with the advice of the President of Conference the following arrangements have been carried into effect during the past year:—

The President of the University, in addition to the usual Classes in Logic, Ethics and Metaphysics, took charge of a Class in Bible Literature during the first Term, and subsequently in Homiletics, meeting the Class for lecture once a week throughout the year.

Professor John Wilson formed a Class in Angus' Bible Handbook, besides a junior and a senior Class in the Greek Testament, devoting to these subjects five hours a week the first Term, and three hours the second.

The Reverend Professor Nathaniel Burwash formed two Classes in Theology, one in Biblical History, and two in Hebrew, giving eight hours' instruction a week.

A large number of Theological Students have also received instruction from the Reverend Professor Reynar in Rhetoric.

The President of the Conference opened the Theological Course by an admirable Lecture on the duties and studies of a Christian Minister, and the special importance of the study of the Word of God.

Twenty-seven Students entered their names in these Classes, two of whom are preparing for the Ministry in other branches of the Methodist Church. Nine of these were engaged in Studies for the Conference preliminary Examinations, five of whom obtained Certificates, and one will offer himself for the Bible Christian Conference. Six were engaged in the Studies of the third and fourth years, and all obtained Certificates, several of the highest class.

The Lectures in Homiletics have been attended by ten Students; the Classes in the Greek Testament by eleven; in Angus' Bible Handbook by seven; in Hebrew by seven; in Theology, primary Class, ten, advanced, eleven; in Bible History by twelve. Besides these Classes, eleven of the twenty-eight are carrying on the Studies of the Undergraduate Course. The others have received instruction in elementary Classics and English branches, or in Rhetoric, Logic, Metaphysics, Ethics, or Natural Science in the ordinary College Classes.

It will be seen from the foregoing Report that an earnest effort has been made to meet the demand of the Church for an educated Ministry. During the ensuing year it is hoped that the Classes now established may be rendered more efficient, and that instruction may also be provided in Church History, the Evidences of Religion, and other subjects.

COBURG, May 29th, 1872.

S. S. NELLES, Secretary of the College Board.

#### A THEOLOGICAL CHAIR IN VICTORIA UNIVERSITY, 1872.

##### NOTE BY THE PRESIDENT OF VICTORIA UNIVERSITY.

Our friends will be delighted to learn that through the noble Christian liberality of our dear Brother, Edward Jackson, there is now permanent provision made for a Theological Chair in our University.

We shall now be able to set apart a Professor exclusively to this work, and shall at the same time be able to make other changes which will largely add to the efficiency and usefulness of our University.

I trust that the thoughtful generosity of Brother Jackson, and of his esteemed Companion in life, will awaken similar generosity in others, and that Victoria College is entering upon a career of better days. To those who knew Mr. Jackson, I need scarcely add that this is one out of many instances in which our University has been aided, and in large amounts, from the same source. My feelings would prompt me to say much more, but such deeds speak for themselves to those who have ears to hear. It may not be long before others will give to the College as Brother Jackson has given; but how seldom, indeed, do we find in the history of the Church a man altogether like him,—so pure, so simple, so faithful, so genial in his manner, so unswerving in principle, an ardent lover of his own people, but in Catholic sympathy with all who love Christ.

Cobourg, August 8th, 1872.

S. S. NELLES.

#### COURSE OF STUDY IN THE DEPARTMENT OF THEOLOGY FOR THE DEGREE OF B.D.

Candidates for this Degree will be required to pass the Examination for Matriculation in Arts, and four Annual Examinations as prescribed below. Graduates in Arts, who have the requisite knowledge of Hebrew, will not be required to pass the Examinations of the first and second years.

*First Year.*—General Literature and Science; Homer, *Iliad*, Books III and IV; Horace, *Odes*, Books I and III; Horace, *Epistles*, Book I; Horace, *Satires*, Book I, 1, 3, 6, 9, 10, and Book II, 1, 2, 3, 5, 8; *Metaphysics*, (Hamilton and Porter); Chemistry, (Miller); Physics, (Stewart); Hebrew, (Arnold's First Book); Rhetoric, (Bain); Theology, Butler's *Analogy*, Paley's *Natural Theology*; Exegesis, Greek Testament, one Gospel with Robinson's *Lexicon*, and Winer's *Grammar*; Angus' *Handbook*, Parts I-IV; Smith's *New Testament History*.

*Second Year.*—General Literature and Science, Spalding's *English Literature*; Logic, (Whately and McCosh); Physiology and Comparative Anatomy, (Huxley); Geology, (Dana's Text Book); Theology, Ethics, (Paley's *Moral Philosophy*, and Whately's *Annotations*, Stewart's *Active and Moral Powers*); Exegesis, *Old Testament Selections*, (Green's *Chrestomathy and Grammar*); the Acts of the Apostles, with Robinson's *Lexicon* and Winer's *Grammar*; Smith's *Old Testament History*.

*Third Year.*—Theology, Introduction, (Warren, or Hodge), Doctrine of Being and Attributes of God, (Cooke and Watson), Doctrines of Creation, Providence and Miracles, and Review of Pantheism, Positivism, and Materialism, (McCosh on Positivism, Series I and II; Fisher's *Essays on the Supernatural Origin of Christianity*, XI and XIII; Aids to Faith, I; also Doctor Cooke on the Deity), Inspiration of the Scriptures, (Garbett's *God's Word Written*); Ecclesiastical History, Kurtz's *Church History*, Volume I, Farrar's *History of Free Thought*; Exegesis, The Four Gospels, with Andrew's *Life of Christ*, and Fisher's *Essays*, II, III, VI, VII and VIII; the Pentateuch, Genesis I-III, and VI-XI, Exodus I-XX, with Kul's Notes, and Aids to Faith, V, VI, VII.

*Fourth Year.*—Theology, Doctrine of the Trinity, (Field, Watson and Hodge), Doctrine of Atonement, (Field, Watson and Rigg's *Anglican Theology*, XV to the end), Doctrine of the Future Life, (Field and Cooke); Ecclesiastical History, Shedd's *History of Doctrines*, D'Aubigne's *History of the Reformation in Germany and England*, Smith's *History of Methodism*, Volume I; Exegesis, Romans, Chapters III, V, VIII, IX, Hebrews, Chapters I-VI, I Gospel of St. John, entire, Van Oosterzee's *Biblical Theology of the New Testament*, I Kings, XV-XX, Isaiah, I-XIV, XL, LIII, Smith, *Prophecy a Preparation for Christ*.

## II. THE PRESBYTERIAN CHURCH, (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY.

### PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH, (OF SCOTLAND), ON QUEEN'S COLLEGE.

June 12th, 1872. Principal Snodgrass presented and read the Annual Report of the Board of Trustees of the University of Queen's College. Whereupon it was moved by Mr. Morrison, seconded by Mr. Campbell, (Montreal), and passed unanimously, That the Report be received and adopted; that the Synod record their gratification at the improved financial position of Queen's College, and the encouraging increase of Students and express anew their confidence in the judicious and economical management of affairs of the College.



In connection with this Report, there was read a Report from the Executive Committee appointed to provide a Supplementary Endowment for Queen's College. It was moved by Doctor Bain, seconded by Mr. James Gordon, and passed unanimously, That the Synod receive, and very cordially approve of, the Report; and learn with much pleasure the remarkable success which has attended efforts for the Endowment of Queen's College; the Synod would also express their deep feeling of indebtedness to Principal Snodgrass and to Professor Mackerras for their unwearied devotion to the work of that Endowment; and hope that all such Congregations, as have not yet completely paid up the amounts subscribed by them, will take early and active steps to fulfil their obligations.

The Report of the Committee on the Scholarship and Bursary Scheme, having been called, was presented by Doctor James Williamson, Convener, and read. Whereupon it was moved by Reverend D. M. Gordon, seconded by Mr. G. A. Tanner, and passed unanimously, That the Synod receive the Report, and thank the Committee for their diligence; they learn with satisfaction the increase, thus far, of the contributions to the Fund during the past year; and would enjoin Presbyteries to see that the Congregations within their bounds do their duty in making collections for this important Scheme,—it being understood that Sessions, desirous of aiding young men attending Morrin College, Montreal, with a view to enter the Ministry, shall be at liberty to do so; they would earnestly urge individual Ministers and Members to seek out and encourage young men of piety to dedicate themselves to the work of the Holy Ministry; and hereby re-appoint the Committee.

#### REPORT OF THE TRUSTEES OF QUEEN'S COLLEGE FOR THE YEAR 1871, 1872.

The Treasurer's Financial Statements for the year ending on the 10th of April, 1872, duly certified by the Auditors, are herewith submitted.

For the first time since the discontinuance of the Legislative Grant in December, 1863, the Trustees are able to report an excess of Revenue over Expenditure. Statement Number One shows the excess to be \$724.97. It must not be inferred, however, that this surplus indicates that the sources of Income have been so completely re-established as to be adequate to meet the expenses of the Institution. It is accounted for in a great measure by special contributions to Revenue, one of these being \$981.08, (£200 sterling), from the Funds of the Colonial Committee of the Church of Scotland. An increase of invested Capital is the only reliable means of improving the Annual Income. No doubt additional investments will be made, and larger returns will thereby be obtained, during this year, but estimates carefully prepared by the Treasurer satisfy the Board that, unless contributions to Revenue be again received, the next Annual Report will show a deficiency of between \$300 and \$400, even should there be no cause for increased expenditure. It is impossible, therefore, to apply any part of this year's surplus to the reduction of the debt caused by the deficiencies of the three last years last preceding, and amounting, as stated in the last Report of the Board, to \$7,807.90.

The Receipts for the year in connection with the Endowment scheme are shown, in Statement Number Five, to have been \$14,819.90. The total amount collected since the commencement of the scheme is \$92,029.12. This includes \$5,450.94 received for Revenue, and \$790.96 disbursed for expenses incurred in prosecuting the scheme. The whole sum realized for Capital is, therefore, \$85,787.22, which is subject to the debt mentioned in the preceding paragraph. Of this sum, \$77,215.54 have been disposed of in Securities, which the Treasurer submits in detail, and which the Auditors report to be both safe and advantageous for the interests of the College.

Recalling what seems to be the almost hopeless condition of the finances a little more than three years ago, the friends of the College have much reason for gratitude on account of the very decided change for the better which, in that time, has been brought about. The success which has attended the effort to raise a sufficient endowment may well encourage the belief that remaining difficulties will yet be overcome.

The Session just closed has been a pleasant and successful one. The unusually large number of Intrants, namely nineteen, a number not exceeded since the Session of 1858-59, is particularly gratifying, especially as not fewer than nine of them have intimated their intention of studying for the Ministry. This is regarded as the first fruits of the efforts made to obtain Students in connection with the prosecution of the Endowment Scheme. Present indications warrant the expectation of a similar increase next Session. Of thirty-nine Students registered twenty-three have the Ministry in



view, and of these seventeen have attended th Arts Classes and six the Theological Classes. In the affiliated Institutions, namely, the Kingston Collegiate Institute and the Royal College of Physicians and Surgeons, the numbers enrolled were eighty-six and thirty-five respectively.

A bequest of \$400 by the late Mr. Edward H. Hardy, of Kingston, has been received and applied to the general purposes of the Institution, agreeably to the Benefactor's directions. Mr. Hardy was a warm Friend of the College. He gave \$50 per annum for several years, doubling that amount, for Scholarship purposes, and contributed \$500 to the Endowment Fund. A Memorial Scholarship of \$50, given by Mrs. Hardy, retains his name in prominent and useful connection with the Institution.

The Gentleman in New Brunswick who was mentioned in last year's Report, as having sent \$400 for the founding of a Scholarship, which shall be open to Students of any Presbyterian Church in the Dominion, has this year forwarded an additional contribution of \$200. The Donor of these sums is known to the Trustees only by his liberality.

Among the instances of friendly interest and assistance occurring during the past year may be mentioned a donation of 153 Volumes to the Library by Mrs. Machar, of Kingston. These, with other recent Gifts, make a total of 292 Volumes received from that Lady. The collection contains many rare and valuable Works. Mrs. Machar also presented to the College a very fine Bust of the late Principal Macfarlane of Glasgow University.

For all other good offices, rendered to the Institution since the date of their last Report, the Trustees offer their grateful acknowledgments.

Because of the present state of negotiations for a union of Presbyterians, the Meeting of Synod, to which this Report is submitted, will take an important place in History of the Canadian Branch of the Church of Scotland. It is the earnest prayer of the Trustees that the wisdom that cometh from above may be graciously vouchsafed to the Members, and that the results of their deliberations may be to the glory of God and the prosperity of the Church.

KINGSTON, 25th April, 1872.

JOHN HAMILTON, Chairman.

#### REPORT OF THE GENERAL COMMITTEE ON THE ENDOWMENT OF QUEEN'S COLLEGE.

Owing to sundry interruptions, the new work of the past year was less than that of any year since the commencement of the Endowment Scheme. The following Ministerial Charges were visited in the course of the Summer:—King, East Nottawasaga and Purple Hill, North Easthope, Kippen, Paisley, Williams, Caledon and Mono, Orangeville, North Dorchester, Woolwich, Balsover and Eldon. In all of these Charges, the reception accorded to the Deputation was most cordial, and an active interest in the furtherance of the enterprise was manifested. The Ministers cheerfully rendered most valuable assistance. Subscriptions were obtained to the amount of \$2,755.77.

So advanced a stage in the presecution of the Scheme has now been reached that your Committee in reviewing the whole of the work done, feel themselves called upon to enter into particulars more fully than seemed to be proper in any previous Report.

The Special Meeting of Synod at which the Scheme was devised, was held in the Church in which the Synod is now met, in January, 1869, having been convened to consider the position of the College, especially as affected by the action of the Legislature of Ontario in discontinuing the annual Grant of \$5,000, which the College had been receiving in aid of its Arts Department. It having been resolved that "it is of the greatest importance to the interests of the Church and higher Education generally that this Institution be efficiently maintained," it was proposed to "accomplish the Endowment of it to the extent of at least \$100,000," and it was understood that three years from the first of April following should suffice to determine the success of this proposal, in the event of its not being soon proved to be a failure. Some Members of Synod were desirous that a larger amount should be named. All, however, were anxious that more should be got, if possible. There were few so sanguine as to expect that the minimum specified would be obtained.

Although the minimum Endowment aimed at has not yet been obtained, the amount of the Legislative Grant discontinued in December, 1868, has been more than provided for by new Revenue to the amount of \$5,776, derived from Funds collected. This has been accomplished without disarranging, or obstructing any of the business in which the Synod is interested. On the contrary, it is believed that the accomplishment of it has had some effect in stimulating the ordinary and general work of the Church.

It must not be imagined, however, that the time has come when the Friends of the College can afford to be inactive, or unconcerned. The Finances cannot be considered as being in a secure and healthy state until the Endowment is so augmented, as that

the Revenue from it will meet the whole decrease of Income reported last year, namely, \$5,000 from the stoppage of the Government Grant; \$1,280 from the suspension of the Commercial Bank; \$250 from the discontinuance of rent for Buildings formerly used by the Royal College of Physicians and Surgeons, and \$500, on account of the exemption of Students from Class Fees under the system of Endowment nominations,—in all \$7,030. And then the amount reported last year as having been advanced to meet deficiencies in Revenue from April, 1869, to April, 1871, namely \$7,807.90, has to be made up.

Estimating the unpaid Subscriptions at \$12,000, this will give an additional annual return of \$720. It is earnestly hoped that the local Treasurers, who have been rendering excellent service to the scheme, will succeed before long in completing the work in their hands, and it is expected that a few thousand dollars in Subscriptions will be obtained in charges not yet visited.

Supposing by these means that an adequate, but barely adequate, Income will be secured, there will still be open, to all who desire to see the Institution increasing in strength and efficiency of equipment, abundant opportunities for the exercise of a liberality similar to that which, in these days, is extended to so many Colleges, both in the old World and the new.

Meanwhile, as regards this scheme inaugurated with much anxiety and doubting, a little more than three years ago, the first and principal object of it has, with the Blessing of God upon hearty co-operation and zealous efforts, been satisfactorily attained. This is one of the best of reasons for continued energy, perseverance and hope.

KINGSTON, 31st May, 1872.

W. SNODGRASS, Convener.

#### REPORT OF THE COMMITTEE ON THE SCHOLARSHIP AND BURSARY SCHEME.

It appears from the annexed Statement by the Treasurer, that the amount of contributions to the Fund, up to the close of the Financial Year, on the 30th of April, 1872, was \$508, received from thirty-two Congregations, while last year the number of Congregations contributing was twenty-six, and the amount received was only \$252.39. Your Committee are happy to bring under the notice of the Synod this marked improvement in the state of affairs of the scheme, and, in particular, in general, the liberality of the several contributions, for while the increase in the number of Congregations who have made the collection appointed by the Synod is only seven, the Receipts have been doubled. It is not, therefore, from a want of liberality on the part of individual Congregations contributing, that your Committee have further to report, that the Expenditure during the past year has exceeded the Revenue by \$100.83, but from two causes, the one as gratifying as the other is the reverse. In the first place, the number of Students for the Ministry is greater than it has been for the last five years, and consequently the number of those for whose benefit the Fund is administered, and, in the second place, scarcely a fourth of the Congregations of the Synod have remitted any sum however small for the furtherance of the objects of the Scheme. At the date of the previous Report, as has been just stated, the Income was only \$252.39, and the excess of Expenditure was \$164.11. A special appeal, was, therefore, made at the last Synod, in anticipation of increased demands on the Fund in 1871-72. If that appeal had not been so far responded to, the deficit for this year would have been \$400 instead of \$100. As it is, however, the necessary Expenditure for the past two years has exceeded the Revenue by \$264.94, and had it not been that your Committee some time ago, during the few years of difficulty in which the College was recently placed, and when the number of Students for the Ministry was comparatively small, foreseen the growing demands upon the Fund which would ere long arise, and kept in reserve for the future emergencies the small balances which it had not been necessary during these years to appropriate, the operations of the scheme would have now been seriously crippled, and its object in a great measure frustrated.

KINGSTON, 5th June, 1872.

JAMES WILLIAMSON, Convener.

The Synod resumed consideration of the Report of the Committee on Union. The Reverend Principal Snodgrass gave in a Report from the Committee on the subject of the Colleges connected with the negotiating Churches. In terms of its recommendations, the Synod, on motion of Mr. Kenneth Maclellan, seconded by Mr. Smith, unanimously,—

*Resolved*, That the negotiating Churches shall enter into union with the Theological and Literary Institutions which they now have; and that application be made to Parliament for such legislation as will bring Queen's University and College, Knox

College, the Presbyterian College at Montreal, Morris College and the Theological Hall at Halifax, into relations to the United Church, similar to those which they now hold to their respective Churches, and to preserve their corporate existence, government and functions, on terms and conditions like to those under which they now exist. At the same time, so far as the terms of this Resolution affect the Colleges connected with this Church, this Synod is willing that the United Church shall not be required to elect Trustees of the Arts Department of these Colleges.

2. In reference to Theological Colleges and Faculties, this Synod has a decided preference for the election of Theological Professors by the governing Boards, instead of by the Church Courts, and desires to ascertain how far the views of the other negotiating Churches are in accord with this preference.

3. As regards "State Grants for Denominational Colleges in these Provinces," as this is a matter of expediency, this Synod holds the opinion that there ought to be full liberty to accept, or reject, these, as circumstances warrant.

The Synod then re-appointed their Committee, with instructions to govern themselves in their deliberations and proceedings in accordance with these Resolutions, and to report to next Meeting of Synod.

NUMBER I.—STATEMENT OF ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE,  
FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1872.

*Details of Revenue.*

Grant from Colonial Committee of the Church of Scotland	\$1,470 00
Temporalities' Board .....	2,000 00
Dividends on Bank Stock .....	2,080 00
Kingston Observatory .....	500 00
Fees,—Class and Graduation .....	52 00
Interest on Mortgages, Government Securities, Debentures and Bank Deposits .....	4,778 89
Bequest from late Mr. E. H. Hardy .....	400 00
Subscriptions, Donations, etcetera, videlicet:—	
Colonial Committee of the Church of Scotland,	
£200 Sterling .....	\$981 08
Scotland, £5 Sterling .....	24 55
Subscriptions in Canada .....	510 00
Interest on Subscriptions to Endowment Fund.....	214 46
	1,730 09
	<hr/>
	\$13,010 98

*The Aggregate Expenditure for the Year.*

Paid as Salaries .....	\$11,430 00
Paid for Insurance, Repairs of the College, Taxes on Lands, Prize Books, etcetera .....	856 01
Balance on hand .....	724 97
	<hr/>
	\$13,010 98

KINGSTON, 19th April, 1872.

Certified as correct, as per separate Report.

KINGSTON, 21st April, 1872.

W. IRELAND, Secretary-Treasurer.

JOHN KERR,                    }  
JOHN CREIGHTON,            } Auditors.



NUMBER II.—GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF  
QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1872.

*Details of Receipts.*

	\$	cts.
Balances, Endowment Funds in Merchants Bank on the 10th of April, 1871 .....	12,034	49
	\$	cts.
Colonial Committee Grant, 1871 .....	1,470	00
Temporalities' Board .....	2,000	00
Twelve months' dividends on 260 Shares of the Merchants' Bank Stock, at 8 per cent. ....	2,080	00
Interest on Mortgages .....	\$1,091	67
Interest on Bank Deposits .....	673	38
Interest on Dominion Stocks .....	594	00
Interest on Debentures .....	1,290	00
Interest on City of Montreal Stock.....	637	00
From Professors, <i>et al.</i> .....	492	84
	\$4,778	89
Less unpaid .....	370	50
	4,408	39
Fees—Class Registration and Graduation .....	254	00
Kingston Observatory .....	500	00
Scholarships and Prize Essays, as per Statement Number 4 .....	1,661	33
Funds for investment,—Ralston Mort- gage .....	\$400	00
Funds for investment,—McIsaacs, on account .....	100	00
	500	00
A. Livingston,—Arrears of Interest .....	500	00
Young Men's Christian Association,—Interest .....	133	00
Bequest from late Mr. E. H. Hardy .....	400	00
Campbell and Macdonnell,—Arrears .....	450	00
Freehold P. B. and Saving Society, Toronto,— Arrears .....	124	53
Subscriptions, etcetera, to Revenue on Endow- ment Fund Account:—		
Colonial Committee of the Church of Scotland, £200 Sterling .....	\$981	08
Subscriptions in Scotland .....	24	55
Subscriptions in Canada .....	510	00
Interest on Subscriptions to Endowment Fund .....	214	46
	1,730	09
Endowment Fund,—Receipts .....	14,819	90
To be transferred to the Endowment Fund .....	25	00
	\$30,610	26
	\$42,644	75

<i>General Disbursements.</i>		\$	cts.
Salaries, as per Statement Number 1 .....	11,430	00	
Disbursements, as per Statement Number 1 .....	856	01	
			\$12,286 01
Fees,—Registration, paid to the Treasurer of the Library .....	152	00	
Fees,—Apparatus, paid to Professor of Natural Philosophy .....	32	00	
Fees,—Apparatus, paid to Professor of Chemistry .....	18	00	
			202 00
Scholarships and Prize Essays, as per Statement Number 4 .....	1,327	00	
Kingston Water Works Company, Balance of 1871 .....	50	00	
Reverend A. Lewis, paid P. S. Livingston, "Lewis Prize" ...	25	00	
Mortgage,—Thomas Raworth, (Mowat Scholarship Funds), invested .....	\$450	00	
Mortgage,—J. Jardine, (Prince of Wales Scholarship Funds) .....	300	00	
			750 00
Endowment Fund Travelling expenses, Bank Agency, etcetera .....	\$1,810	13	
Invested in Mortgages and Debentures .....	25,268	26	
			27,078 39
Cash in Merchants' Bank,—General Funds .....	926	35	
			\$42,644 75

KINGSTON, 19th April, 1872.

Certified as correct, as per separate Report.

KINGSTON, 21st April, 1872.

W. IRELAND, Secretary-Treasurer.

JOHN KERR,  
JOHN CREIGHTON, } Auditors.

NUMBER III.—BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE ON THE 10TH OF APRIL, 1872.

<i>Debtor.</i>	\$	cts.
Royal Charter, cost of .....	3,107	37
Class Apparatus .....	3,633	92
Library, Expenditure on .....	3,399	68
Furniture Account .....	1,429	09
College Premises .....	41,740	61
Bank Stock .....	26,700	00
Young Men's Christian Association of St. Andrew's Church .....	54	00
Freehold Building Society, Toronto .....	4,965	69
Canada Dominion Stock .....	12,900	00
Montreal Public Property Stock .....	10,010	00
Debentures .....	24,500	00
Bills receivable .....	600	00
A. Livingston .....	66	50
Lands .....	600	00
Mortgages on Real Estate .....	26,576	55
Toronto Scholarship, Stock, 3 Shares Merchants' Bank Stock .....	\$300	00
Kingston Scholarship, Stock, 3 Shares in Merchants' Bank Stock .....	300	00
		600 00
Merchants' Bank Endowment Fund Account .....	\$6,911	32
In Merchants' Bank .....	962	35
		7,877 67
		\$168,721 08

<i>Creditor.</i>	\$	cts.
Endowment of New Chair in Theology .....	1,163	22
Michie Bequest .....	2,000	00
Reverend A. Lewis .....	407	00
Henry Glass, Memorial Scholarship Endowment .....	500	00
Funds for Investment .....	2,022	96
Bursary Endowments .....	2,309	75
Students in Arts, for Ministry, (Class Fees) .....	180	00
Leitch Memorial Funds .....	2,462	03
Scholarships .....	1,785	98
Endowment Fund Account .....	85,787	22
Profit and Loss .....	70,102	92

\$168,721 08

KINGSTON, 19th April, 1872.

W. IRELAND, Secretary-Treasurer.

Certified as correct, as per separate Report.

KINGSTON, 21st April, 1872.

JOHN KERR,  
JOHN CREIGHTON, } Auditors.

NOTE. Details of Receipts and Expenditure, in Statement Number IV, on account of Scholarships and Prizes omitted, as included in the Statements given.

NUMBER V.—STATEMENT OF QUEEN'S COLLEGE ENDOWMENT FUND ACCOUNT FOR THE YEAR  
ENDING ON THE 10TH OF APRIL, 1872.

*Details of Receipts.*

Amount received up to the 10th of	\$	cts.
April, 1869 .....	21,255	83
Amount received up to the 10th of		
April, 1870 .....	33,166	73
Amount received up to the 10th of		
April, 1871 .....	22,786	66
	\$77,209	22
Deduct Expenses to 10th April, 1871 ...	\$710	92
Transfers to Revenue, 10th April 1871	3,720	85
	4,431	77
	\$72,777	45
Received from the 10th of April, 1871, up to the 10th of		
April, 1872 .....	\$14,819	90
Total Receipts .....	\$87,597	35

*Details of Disbursements.*

	\$	cts.
Travelling Expenses .....	58	47
Bank Agency and Express Charges .....	1	35
Postages and Telegrams .....	9	22
Printing and Stationery .....	1	00
Investigating Application for Loan .....	2	00
Commission on Loan .....	4	00
Subscriptions Returned, (twice paid) .....	4	00
Transferred to Revenue Account for Subscriptions and Interest on subscriptions .....	1,730	09
	1,810	13
Balance .....	85,787	22
	\$87,597	35



## III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

## PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE.

*January 10th, 1872.* Doctor Hodder informed the Corporation that the Trustees of the Toronto Hospital, had, in accordance with the Memorial of the Corporation named Doctor Norman Bethune, Member of the Medical Faculty, as one of the Visitors of the Hospital.

*Resolved,* That the Committee on Statutes for the year 1872 do consist of the Chancellor, the Provost, the Reverends John Ambury and Jones, Mr. S. B. Harman, and the Honourable G. W. Allan.

*Resolved,* That the Committee on Discipline for the year 1872 do consist of the Bishop of Toronto, the Chancellor, Doctor Hodder, Mr. S. B. Harman and Mr. C. J. Campbell. The Provost read the amended Petition to the Legislature, with respect to the Assessment Law and the College Grounds as follows:—

*To the Honourable the House of Assembly, the Memorial of the Corporation of Trinity College, Toronto, Sheweth:—*

That your Memorialists acquired, chiefly by purchase within the year 1857 a property consisting of more than Twenty Acres of Land, lying within the limits of the City of Toronto, and have built thereon a College, designed for the education of the Sons of Members of the Church of England, but also admitting others who might desire to avail themselves of the instruction therein given.

That your Memorialists, accordingly, when they selected a Site within the City Limits, as being best suited to this purpose, and most convenient for the Students of the College, did so in the full faith, that they would enjoy, in respect of this property, immunity from Municipal Taxation. Had they entertained any apprehension of a change such as that which is now sought by Petitions addressed to your Honourable House, whereby all properties without exception are to be subjected to Taxation, they would have hesitated to incur so grave a liability and would probably have selected some one of the Sites offered elsewhere, in places where the burden of Local Taxation to so great an extent could not possibly have been cast upon them.

Your Memorialists beg further most respectfully to represent that the amount of Taxation to which they would be rendered subject by the proposed change would be so large as to cripple in a very disastrous manner their efforts to give efficiency to the Administration of the College. They are persuaded that your Honourable House will not fail to recognize the inexpediency of thus discouraging efforts directed to the higher Education of the Young, and the more so, inasmuch as Trinity College is only one among many Institutions of a like kind which would be affected in the same disastrous manner.

It appears, moreover, to your Memorialists that the realization of the benefit anticipated from this change by those on whom the burden of Taxation is now pressing is very problematical, a proportionate increase of Expenditure on the part of the Municipality being a far more probable result of the change proposed than any diminution of the amount of Taxation to which individual citizens are at present subjected.

*February 14th, 1872.* There being no quorum present the Council adjourned.

*February 15th, 1872.* Letters were read from the Royal College of Surgeons, England, and the Letter of the 20th of December, concerning the Medical Faculty, when it was,—

*Resolved,* That the Dean of the Medical Faculty be informed of the same, and that the answers sent be kept in the Archives of the College.

A Letter was read from Doctor Geikie, Secretary of the Medical Faculty, asking for a further sum of \$500 towards the Building Fund of the Medical School Building, when it was,—

*Resolved,* That the sum of \$500 asked for by the Medical Faculty, in addition to the sum of \$6,000 already granted for purposes connected with the building of the Medical School, be placed at the disposal of the Building Committee of the said School, on the same terms as the sum heretofore granted.

*Resolved,* That a Copy of the Bill for the Incorporation of the Trinity College School having been submitted by the Corporation of the College, the Corporation does hereby express its assent to its provisions.

*May 15th, 1872.* The Bishop of Huron nominated the following Members of the Corporation for his Diocese, videlicet:—The Very Reverend Dean Boomer, LL.D., the Venerable Archdeacon Brough, the Reverend J. W. Marsh, the Reverend St. George Caulfield, LL.D., and the Reverend Canon Elwood, M.A.

The Bursar read the following Letter from Doctor Geikie, Secretary to the Medical Faculty:—

I am requested by the Medical Faculty of Trinity College to inform the Council, through you, that they respectfully and unanimously recommend that Doctor Hodder, Dean of the Medical Faculty, be appointed the representative of Trinity College upon the Medical Council. As the Medical Council meets in June it is of course necessary to make the appointment at the Meeting to be held to-morrow.

TORONTO, May 14th, 1872.

W. B. GEIKIE, Secretary.

*Resolved*, That Doctor Hodder be appointed the Representative of the University of Trinity College on the Council of Physicians and Surgeons of the Province of Ontario, according to the Act, 32nd Victoria, Chapter 45, and that the Corporate Seal be affixed to the Certificate of his appointment.

1. The Land and Finance Committee beg leave to Report that during the Year ending the 31st of December, 1871, Lands have been sold to the amount of \$9,610.00, the particulars of which appear in the Annual Statement of the affairs of the College submitted herewith.

2. That the \$6,500 voted for the erection of the Building for the use of the Medical Faculty on the Lot belonging to the College, near the Hospitals, has been expended out of the Funds of the Capital, without having to disturb the Investments already made, (less £48.1.3).

3. That the Medical Faculty have paid in on Account of Fees for Degrees received by them the sum of \$704.60, and that, as to the Guarantee of \$1,200 per annum has been charged against the same; including, Interest, Insurance and the sum of \$802.84, leaving a balance yet not drawn of \$397.16.

4. The Committee submit the Bursar's Annual Statement of Receipts and Expenditures for the year ending on the 31st of December, 1871; also an Estimate of Income and Expenditures for the year 1872, accompanied by Explanatory Statements, which the Committee have reason to believe will be found satisfactory.

5. They also submit the Books showing the Capital Account and the General Account.

6. The Bursar's Accounts have been audited for the year ending on the 1st of April, 1872, and have been found correct.

7. The College holds Lands, 3,938 acres, and 1,282 Town and Village Lots.

8. The Committee recommend the Investment of \$6,000 in County and Township Debentures, of which \$3,500 is to be from General Account and the balance from Capital Account.

*June 12th, 1872.* Mr. S. B. Harman, having produced a Plan of a proposed Convocation Hall, and having given Statements and Explanations relative to the erection of the Hall, the probable Cost of it, and the prospect of raising funds for it, it was,—

*Resolved*, That the following Gentlemen form a Committee to arrange the proposed plans for the Convocation Hall, to select the Site, and generally to put matters in connection with the scheme for raising the necessary funds in a proper form, to bring before a Special Meeting of the Council, videlicet:—The Provost, Doctor Hodder, Mr. S. B. Harman, C. J. Campbell, the Archdeacon of Niagara, the Reverend John Ambery, the Honourable G. W. Allan, and Mr. William Ince.

*November 13th, 1872.* The Bursar laid on the Table the Books containing the Statements of the Capital Account and the General Account, also the half-yearly Statement of Receipts and Expenditures of the College up to the 1st of July, 1872.

The Corporation proceeded to the Election of five members to fill vacancies, when the following were elected, videlicet:—The Archdeacon of Toronto, Messieurs J. Henderson, J. W. Gamble, Christopher Robinson, and Clarke Gamble.

*Resolved*, That the Reverend Professor Jones, Mr. William Ince and Mr. James Henderson, assisted by the Bursar, be a standing Committee, whose duty it shall be, before the end of Easter Term in each year, to inspect the improvements and repairs

they would recommend to be made at a Regular, or Special, Meeting of the Corporation, to meet during the long Vacation, so that the recommendation of the Committee may, if approved of, be carried out.

*Resolved*, That the Provost, Mr. G. W. Allan, Mr. S. B. Harman, and Mr. C. J. Campbell be a Committee to take into consideration the question of appointing additional Professors for the College, with the view of ascertaining whether the permanent Income of the College will admit of such additions being made to the Staff, and an increase to the Salaries of the present Professors. Mr. Allan to be Convener of the Committee.

*Resolved*, That Mr. Lewis Moffatt be re-appointed to the Finance and Law and Investment Committee.

*Resolved*, That the following Gentlemen be appointed a Committee to consider the Memorial of the Reverend Mr. Beck and to prepare a reply to the same, to be reported to the Corporation at its next Meeting, videlicet:—The Chancellor, the Provost, Professors Ambery and Jones, and Mr. S. B. Harman.

*Resolved*, That the Bishop of Toronto, the Chancellor of the University and the Honourable G. W. Allan be a Special Committee to report to the Corporation a revision of the Statutes of the College, relating to the duties of the Provost and Professors. The Provost was requested to write to the Reverend S. Jones respecting his application for assistance to Lectures on Elocution.

*December 6th, 1872. Resolved*, That Professor Ambery be added to the Committee on Improvements and Repairs.

*Resolved*, That the Corporation of Trinity College regret that, in consequence of the absence of Doctor Hodder the election of Messieurs Ellis and Kennedy as Professors did not take place at the November Meeting. They will use their best endeavours to secure a sufficient attendance to make the appointments at a Meeting to be held in January.

#### IV. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE, 1872.

##### PROCEEDINGS OF THE (FREE), PRESBYTERIAN CHURCH ASSEMBLY IN REGARD TO KNOX COLLEGE.

*June 5th, 1872.* The Clerk read a Communication from the Reverend Professor George Paxton Young, intimating his appointment to the Chair of Metaphysics and Ethics in the University College, Toronto, and resigning his Professorship in Knox College.

On motion of the Reverend Robert Ure, seconded by the Reverend Doctor Proudfoot, the Assembly agreed to remit the matter of Professor Young's resignation, to a Committee to consider and report at a future sederunt.

*June 6th, 1872.* The Committee appointed to consider and report on the resignation of Professor Young, gave in their report through Mr. Ure, the Convener. The Report is as follows:—

That the Assembly accept with regret the resignation tendered by Professor Young of his Chair in Knox College, and express their sense of the very great value of the services rendered by him in connection with that Institution, and of the loss which it sustains by his withdrawal from it. The Assembly, at the same time, are glad to know that in consequence of his appointment to the Chair of Metaphysics and Ethics in University College, those of the Students in the Church who prosecute their studies in Toronto, will still have the opportunity of availing themselves of Professor Young's instructions.

Further, the Assembly remit to the College Board to consider whether Professor Young cannot be continued in some connection, however nominal, with Knox College, such as may secure to that Institution, and to the Courts of the Church, the benefits of his counsels.



*June 6th, 1872.* The Reverend Robert Ure, from the Committee appointed to draft a revised Resolution in reference to Professor Young's connection with Knox College, gave in a Report, which was read and adopted by the Assembly. The Resolution is in the following terms:—

The Assembly direct the Board of Knox College to enter into communication with Professor Young, with the view of ascertaining whether his new duties may consist with continued connection, to any extent, with the work of Knox College; and, if so, the Board is hereby authorized to secure whatever services Professor Young may feel himself at liberty to offer.

*June 7th, 1872.* The Report of Knox College was called for, and read by the Reverend Doctor Topp, Convener of the Trustee Board.

The Reports of the Senate and Board of Examiners of the College were also submitted.

Overtures from the Presbytery of Paris and of Simcoe were read, asking the Assembly to institute a Chair of Church History and Apologetics in Knox College, and nominating the Reverend William Gregg, M.A., of Cooke's Church, Toronto, for that Chair. Messieurs Burnfield and Rodgers were heard in support of the Overture from the Presbytery of Simcoe.

*June 11th, 1872.* The Reverend Doctor Proudfoot moved, seconded by the Reverend Andrew Wilson, That the negotiating Churches shall enter into union with the Theological and Literary Institutions which they now have, and that application be made to Parliament for such Legislation as will bring Queen's University and Knox College into Relations with the United Church, similar to those which they now hold to their respective Churches, and to preserve their corporated existence, government, and functions, on terms and conditions like to those under which they now exist.

*June 12th, 1872.* The Assembly resumed consideration of Collegiate Education, as presented in the Resolutions on Union with the negotiating Churches.

It was moved in further amendment to Doctor Proudfoot's motion on the relation of the Colleges to the United Church, by the Reverend William Cochrane, seconded by the Reverend Doctor McVicar, That the Assembly delay further consideration of the College question in the meantime. The vote being taken, the amendment was lost, and the motion of Doctor Proudfoot was carried by 59 to 29.

*June 13th, 1872.* The Assembly considered the Report of the Committee on Knox College.

The recommendation of the Committee that Presbyteries, during the ensuing year, consider the whole question of an additional Professor, and nominate such Minister, as they may deem suitable for the Chair, was first taken up. It was moved by Mr. Farries, seconded by the Reverend William Cochrane, That this General Assembly proceed at once to the election of a Professor to fill the vacancy in Knox College. It was moved in amendment by the Reverend J. W. Mitchell, and seconded by Mr. Hugh Young, That in terms of the recommendation of the Committee, the matter be sent down to Presbyteries for consideration during the year. The vote being taken the motion of Mr. Farries was carried by a majority, and the Assembly thus decided to proceed at once to the election of a Professor for Knox College. On motion of the Reverend A. B. Simpson, seconded by the Reverend William Cochrane, the Reverend William Gregg, M.A., of Cooke's Church, Toronto, was unanimously elected to the Chair of Apologetics in Knox College, Toronto, on the same terms as the other Professors.

The recommendation of the Committee that a Lecturer on Homiletics be appointed, was next considered.

It was moved by the Reverend J. M. King, seconded by the Reverend J. W. Mitchell, That, in view of the election, by this Assembly, of a Professor of Apologetics, the recommendation be not adopted.

It was moved in amendment by the Reverend R. C. Moffatt, duly seconded, that the recommendation of the Committee that the Reverend Doctor Proudfoot be appointed Lecturer for the next Session be adopted. On the vote being taken, the amendment of

Mr. Moffat was carried, and Doctor Proudfoot was appointed Lecturer in Homiletics for the next Session in Knox College.

The recommendation of the Committee authorizing the Senate to make additions to Knox College Library, was adopted.

The following recommendations were also adopted:—That the number of times that Students shall be allowed to preach while the work of the Classes is going on be not greater than six, and that it be the same for each Theological year; also that the establishment of additional Bursaries be commended to the liberality of the Church; that the Senate, in conjunction with the Board, be authorized to make provision for the teaching of Elocution, and that the first Sabbath of October be observed as a day of special Prayer for the Colleges.

#### REPORT OF THE BOARD OF MANAGEMENT OF KNOX COLLEGE.

The Board of Management of Knox College have much pleasure in reporting to the General Assembly that the work of the College has been carried on during the past year with great satisfaction and efficiency. The Reverend David Inglis, lately of McNab Street Church, Hamilton, having been appointed Professor of Systematic Theology by the last Assembly, he was, according to the instructions of Assembly, inducted into office by the Presbytery of Toronto, on the 4th of October, 1871. The Reverend John Campbell, M.A., of Charles Street Church, Toronto, has, at the request of the Senate, conducted Classes for instruction in Church History during the Session.

It will be seen, from the Report of the Senate, herewith transmitted, that the number of Students has been considerably larger than in any previous year. This is matter of congratulation, and of thankfulness to Him who is the Lord of the harvest, inasmuch as the wants of the Church are so pressing, in connection with the opening up of new Settlements, and the rapid increase of population. The names of the Students are appended to this Report. There are six Students in the First, or Senior, Theology Class, sixteen in the Second, and twenty-three in the Third. In the First, or Senior, Preparatory Class there are seventeen, in the Second, one, and in the Third, nine; making forty-five in Theology, and twenty-seven in the Preparatory Department; that is, seventy-two in all; besides a considerable number taking a Course of Arts, in Toronto University.

It will be remembered that Mrs. Willing intimated her intention of retiring from the superintendence of the Boarding House held by her late Husband. The Board, accordingly, selected from amongst the applicants for the situation Mr. D. Gunn, of Beaverton. It was found that the Building required considerable repairs, and alterations in the internal arrangements. The Board has had these executed, previous to the occupancy of the House for last Session. Mr. Gunn has satisfactorily discharged his duties.

The Board has the pleasure of reporting that the contributions for the support of the College have amounted to a sum much larger than in any former year. The Receipts last year were \$6,928.14; this year they are \$8,394.67. Thus, not only the ordinary Expenditure of the College has been met, but also the cost of the necessary repairs; and the remainder of the floating debt has been nearly paid off. The debt still existing is only \$365.42, being \$247.71 less than last year.

The Board trust that still increasing liberality will be manifested to this important Institution; that so the Church may be encouraged to take steps for adding to the regular staff of Professors, and thus rendering it more efficient for the ends contemplated in its existence.

The amount invested for Scholarships and Bursaries is \$3,600, and for Endowment \$5,192.10.

The Board suggest to the Assembly the propriety of appointing, as hitherto, a day of special Prayer for the Blessing of God on the Theological Institutions of the Church.

The Board recommend that two Lecturers should be appointed, to superintend, during the next Session, certain departments of Study, for which no provision is at present made.

TORONTO, June, 1872.

ALEXANDER TOPP, Chairman of Board.

#### REPORT OF THE SENATE OF KNOX COLLEGE, SESSION OF 1871-1872.

The Senate has to report that the number of Students in attendance, during the Session of 1871-1872, was in all seventy-two; of these, forty-five were in the Theological, and twenty-seven in the Preparatory Department of the College. This is the largest number of Students found in the Theological Classes since the Session, 1864-1865, in



which year the number reported was forty-six. In the Literary Classes of that year the number of Students was only ten, so that the entire attendance of that Session was sixteen less than the number now reported. It will be remembered, too, that the Montreal College had not been established at the time referred to. There is thus reason for gratitude to the Head of the Church, when we think of the numbers at present offering themselves as Candidates for the holy Ministry; although it would be misleading, to represent these numbers as yet adequate to meet the Church's wants.

The following is a brief Abstract of the Class Reports:—

The Reverend Professor Inglis had under him, during the Session, the Senior and Junior Classes in Systematic Theology; the former consisting of the Second and Third Years' Students; the latter of the First Year's Students. The Senior Class went over the whole subject of Anthropology, as also the Decrees of God. The Junior Class was occupied with the study of Theology proper. In both Classes much attention was given to the Scriptural Development of Doctrine, and to the Historical Development of Opinion. Lectures were delivered to the Senior Class, twice a week, on Pastoral Theology and Church Government; and during the Session, there were given six Elementary Lectures on Homiletics. The members of the Junior Class produced, each, two Essays: one, on the Genuineness and Authenticity of Scriptures; the other, on the Evidence of Miracles. The closing Examination of this Class embraced the whole subject of Inspiration.

The Reverend Professor Inglis reports that the attendance of the Students in these Classes was punctual and regular, their conduct exemplary, and their diligence satisfactory.

The Reverend Professor Caven taught the following Classes:—The Senior Exegetical, consisting of the Students of the Second and Third Years; also the Junior Exegetical, consisting of the Students of the First Year. In the Senior Exegetical Class, Lectures were delivered on the first six Chapters of the Epistle to the Romans, on six Chapters in Exodus, and on several Psalms. The Junior Exegetical Class read critically in the original, and heard expounded, the first six Chapters of the Gospel of St. Luke, and eleven Chapters in the Book of Genesis. A course of Lectures was given to this Class on the Principles and History of Scripture Interpretation. Biblical Criticism was taught, partly by Lectures, and partly in the use of a Text Book.

The Reverend Professor Caven, in conjunction with the Reverend Professor Inglis, heard the Homilies, Lectures and Sermon prescribed to the Students of the First, Second, and Third Years respectively.

The Reverend John Campbell, who, at the request of the Senate, undertook the charge of the Class in Church History, reports that the Class taught by him was composed of all the Students of the First and Second Years; that he lectured twice a week; and that the period embraced in his prelections extended from the Apostolical Age to the Reformation,—the first nine Centuries being, however, examined more closely than the remaining six. Mr. Campbell suggests that it would be of great advantage to the Course in Church History to have it extend over all the Theological years,—the first year to be largely devoted to the History of the Church, as given in the Scriptures.

The Reverend Professor Young, who, previous to the commencement of the Session, had been appointed to the Chair of Mental and Moral Philosophy in University College, has laid the Church under obligation by continuing to conduct the Class in Senior Philosophy. Professor Young lectured to this Class three times a week during the Session, carrying them forward in the study of Mental and Moral Science from the point which they had reached at the close of last Session.

The Senate, in accordance with authority given it by the College Board, secured the services of the Reverends Messieurs J. Scrimger, M.A., and W. H. Rennelson, M.A., to teach the Preparatory Students in Classics. Mr. Scrimger taught the Senior Greek and the Junior Latin Classes; and Mr. Rennelson, the Senior Latin and Junior Greek Classes.

Mr. Scrimger reports, in the Senior Greek Class, an attendance of seventeen Students in the first Term, and of nineteen in the second Term. The Class, in addition to its Exercises in the Grammar, read Homer, *Iliad*, Book 6. The Junior Latin Class, which numbered five, read Cæsar, *Bellum Gall.*, Book 2, and Virgil, *Æneid*, Book 1, lines 1-100, besides studying the Grammar. The Class of Beginners, already spoken of, and which numbers three, studied the Latin Grammar, and Harkness' Latin Reader. 1-25 pages.

In addition to the work above detailed, as performed in Knox College, the Students in the Preparatory Course, gave attendance on the Classes prescribed to them in the University.

It is not our place, in giving even a brief view of the work of the College, to make reference to the Students' Metaphysical and Literary Society. In connection with this Society a god deal of attention was given to the composition of Essays, and to Elocution, as well as to the discussion of important Questions. Nearly all the Students of the College are connected with the Society; and the Senate, after making an unsuccessful



attempt to secure the services of a competent Teacher of Elocution, appropriated, in aid of the Society, the sum at their disposal for such purposes.

The Metaphysical and Literary Society, in concert with the Students' Missionary Society, may be said to have established the Reading Room, during last Session; for its past feeble existence hardly entitled it to recognition. The Room is now supplied with several of the leading Theological and Literary Quarterlies and Monthlies, and with a large number of Newspapers.

The Examiners of the several Classes of the Theological and the Preparatory Departments of the College, have reported, in general very favourably, on the closing Examination. They recommend, in all cases, that the Examination be sustained.

The Senate, after considering carefully, at the instance of some of the Class Reports, the matter of Students rendering service in preaching during the Session of College, agreed to ask the General Assembly to define the number of times that Students may be allowed to preach, while the work of the Classes is going on. The Senate would respectfully recommend to the General Assembly that this number be not greater than six, and that it be the same for the Students of each Theological Year. Should the Assembly be pleased to adopt this recommendation, the Senate would feel itself in a better position to deal with this matter; seeing to it, on the one hand, that no Student should go out oftener than the specified number of times, and, on the other, that the distribution of appointments among the Students should be just and equitable. The Senate, in making this request of the General Assembly, is little more than asking it to revert to the previous Regulations anent the preaching of Students; these Regulations, in the opinion of the Senate, being preferable to those under which the Senate now acts.

The Senate, believing that not a little may be done towards stimulating Scholarship among our Students, by the establishment of additional Bursaries, would take the liberty of earnestly recommending this matter to the consideration of the liberal members of the Church.

TORONTO, June, 1872.

WILLIAM CAVEN, Chairman of the Senate.

#### REPORT OF THE BOARD OF EXAMINERS.—WESTERN SECTION.

The Board of Examiners, in presenting the Report of its operations for the past year, would congratulate the General Assembly on the fact, that a larger number of Candidates for the Ministry in various stages of the course of preparation for the work, has appeared before it than during any previous year, while it is believed that the average standard of attainment reached by the Students has also been higher.

Ten Students presented themselves for examination at the commencement of the Session, with the view of entering for the first time the preparatory Classes in Knox College, and of taking such Classes in University College as your Board might prescribe.

All the Students in the preparatory Course were examined at the close of the Session by the Board, in Latin and Greek, and those of the Third Year in Philosophy. The Examinations were, on the whole, satisfactory, giving evidence in some cases of very marked progress. The Certificates presented from the Professors of University College attested regularity of attendance, and in the case of some of the Students, not only great diligence, but the attainment of the highest honours of their Classes.

It is pleasant to have to state, as showing the desire of the Students themselves to be thoroughly educated, that it is the intention of some of those in the above list to take another year at University College before entering on the study of Theology.

Seventeen Students appeared before the Board in October, to pass the Examination prescribed for Entrants on Theology.

The Committee agreed, as in the former year, to exempt Students holding the degree of B.A. or M.A. from examination. Two only availed themselves of this privilege. These Examinations were on the whole satisfactory to the Board. Supplementary Examinations were prescribed in one, or two, cases, where a defective knowledge of some of the subjects had been shown.

The Scholarships were awarded by the Board, as in former years, to Students attending University College, with the view of entering the Ministry of the Canada Presbyterian Church.

TORONTO, June, 1872.

JOHN M. KING, Convener.

#### FINANCIAL STATEMENT OF KNOX COLLEGE, 1871-1872.

##### *Receipts.*

Amount received from all sources (including balance at the beginning of the year, \$81.89) ...	\$8,221 76
Balance at Debit .....	172 97
	<hr/> \$8,394 67

*Knox College Endowment Fund.—Receipts.*

By amount in hand .....	\$5,092 10	
By amount from J. Menzies .....	100 00	
By Interest .....	357 14	
		\$5,549 24

*Knox College Endowment Fund.—Expenditure.*

Knox College Ordinary Endowment Fund, Interest \$	357 14	
Balance at interest .....	5,192 00	
		\$5,549 24

*Bursary and Scholarship Fund.—Receipts.*

Balance in hand .....	\$ 33 64	
Received donations, interest, etcetera .....	2,186 00	
		\$2,219 64

*Bursary and Scholarship Fund.—Expenditure.*

Bursary and Scholarships paid .....	\$800 00	
Invested .....	820 00	
Printing, Stationery, etcetera .....	30 00	
Balance .....	569 64	
		\$2,219 64

*College Building Fund.*

Amount due on Mortgage as before .....	\$2,163 62
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## CHAPTER V.

## PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1872.

*January 8th, 1872.* Several Communications were laid before the Council.

On Friday, the 22nd of December, 1871, the Department was visited by His Imperial Highness, the Grand Duke, Alexis of Russia, accompanied by Gentlemen of his Suite. Their Signatures were written in the Minute Book of the Council.

The Chief Superintendent of Education was requested to provide, in the Estimates to be sent into the Government, for additional Assistant Teachers required in consequence of the enlargement of the Model Schools.

*January 12th, 1872.* Several Communications were laid before the Council.

*Ordered,* That, in addition to the Books hitherto sanctioned for use in the Normal Schools, the following be permitted to be used:—Sullivan's Geography Generalized; Peck's Garot's Natural Philosophy; Haughton's Manual of Mechanics.

*Ordered,* That Certificates of eligibility, as Teachers, be issued in favour of Mr. J. W. Frost, and the Reverend William Cleland.

*Ordered,* That, with respect to the Minute of Mr. Orr's Book-keeping, adopted on the 9th of August, and Mr. Orr's subsequent statement, the Book be authorized on the transfer of the Copyright to the Chief Superintendent being completed, the price being reduced to sixty-five cents.

The following Report from the Committee on Text Books was received and adopted:—

The Committee on Text Books beg leave to report that they have examined the specimen Copies sent by Mr. Warwick, of his editions of the Second and Third Reading Books. They agree with the opinion expressed by the Council relative to their inferiority to the Standard Editions, but after hearing the statements of Mr. Warwick, accompanied by a promise that he will produce superior copies in future impressions, they are of the

opinion that it will be sufficient to insist on his culling the best copies out of those that he at present has, and pledging himself that he will not issue any one of those that are so manifestly defective.

Copies of the revised Prospectus of the Normal School were laid before the Council, and, with some modifications, it was authorized to be printed.

*January 26th, 1872.* Several Communications were laid before the Council.

*Ordered,* That, in accordance with the recommendation of the Examiners, Certificates of the First Class be awarded to the several Applicants

It was stated by the Chairman of the Committee of Examiners that the Committee would arrange to provide uniform questions on Linear Drawing and Vocal Music for the July Examinations.

The Song "Canada, My Home," was laid before the Council as requested, by Miss Christie.

The Chief Superintendent also submitted Letters from Miss Helen Macdonald of Cornwall, and Mr. O'Fitz Wilkins of Saint Catharines, appealing from the decision of the Local Examiners, together with the remarks of the Central Committee on the same.

*February 2nd, 1872.* Several Communications were laid before the Council.

Two applications for Pensions from the Superannuation Fund were considered and approved.

*Ordered,* That the Council, having considered Mr. Frost's application, are of the opinion that the Regulations do not sanction the issue of a Certificate of eligibility as Inspector in his favour.

The substitution of certain Text Books in Natural Philosophy for those now included in the Programme for the Examination of Teachers, having been considered, the Reverend Professor Young was requested to propose the necessary changes.

The Report of the Inspectors respecting the distribution of the High School Grant was considered, but action thereon deferred for the present.

*February 9th, 1872.* Several Communications were laid before the Council.

The Council proceeded to the consideration of certain proposed Amendments to the Regulations now in force as to the publication of Text Books, but the final determination of the matter was deferred.

*Ordered,* That the Chief Superintendent be requested to make such arrangements, with respect to the improved facilities desired by the Principal of the Normal School as he may judge expedient.

*Ordered,* That Messieurs Campbell and Son be informed that the Council have already taken action on the subject mentioned in their Letter.

*Ordered,* That the County Council, within whose jurisdiction there are French, or German, Settlements, be authorized to appoint one, or more, persons, (who, in their judgment, may be competent), to examine Candidates in the French, or German, language, at the semi-annual Examinations of Teachers.

*March 15th, 1872.* Several Communications were laid before the Council.

*Ordered,* That the Council desires to record its high sense at the great value of the Reverend George Paxton Young's counsels and services during the year that he has been a Member of this Body, and our deep regret at his resignation.

*Ordered,* That the Council accedes to the request of the Trustees of the Collegiate Institute at Cobourg, as contained in the Letter from their Secretary.

The reply of the Council, drafted by the Chief Superintendent, to the Letter from the Honourable Provincial Secretary, respecting the appointment of a Chairman, and other matters was approved.

*March 19th, 1872.* Several Communications were laid before the Council.

The draft reply to the Letter of the Honourable the Provincial Secretary of March the 8th, respecting the action of the Council in various matters was again considered and adopted, and the Clerk was directed to sign and forward the same.



A reply to the Letter of the Honourable the Provincial Secretary of March the 13th, respecting the authorization of Text Books, drafted by the Chief Superintendent, was also adopted and ordered to be sent in the same form, so soon as the Appendices to it could be prepared.

*March 22nd, 1872.* A draft of Letter by the Chief Superintendent, in reply to the Communication from the Honourable the Provincial Secretary, respecting the arrangements as to the publication of Text Books, and emoluments of certain Members of the Council was laid before the Council, considered and deferred.

*March 27th, 1872.* Several Communications were laid before the Council.

The draft reply to the Letter from the Honourable the Provincial Secretary respecting the publication of Text Books, and certain allowances to Members was again considered and adopted.

A draft of reply to the Letter of the Honourable the Provincial Secretary respecting the copies of Minutes of the Council and the Inspectors' Reports was considered and adopted.

*April 2nd, 1872.* The draft reply to the Letter of the Honourable the Provincial Secretary, respecting the Inspectors' Reports was again considered, amended, and fully adopted.

*Ordered,* That Mr. Warwick be informed, in reply to his Letter, that the Resolution requiring the use of Canadian paper for the Companion to the Readers cannot be modified.

*Ordered,* That the Letters from Mr. Crombie, and of Mr. Warwick, respecting the arbitration in the matter of the Companion to the Readers, together with the proposals for a revision of the Regulations as to the publication of authorized Text Books be referred to a Special Committee to consist of the Very Reverend Dean Grasett, the Reverend Doctor John Jennings, and the Reverend Doctor McCaul.

*April 5th, 1872.* Several Communications were laid before the Council.

The draft reply to the Letter of the Honourable the Provincial Secretary, in regard to the subject of Text Books was considered and adopted.

The Special Committee, appointed at the last Meeting to revise Regulations, reported that they had considered the matters referred to them, and recommended that a Letter be sent to Mr. Warwick, informing him that the subject of his inquiries is under the consideration of a Committee, and that the decision of the Council will shortly be communicated to him. The Committee proposed to make a further report at the next Meeting of the Council.

The Chief Superintendent was requested to consider the Letters from the Reverend Mr. Mackenzie and the Principal of the Normal School, and to make a recommendation on the subject.

*April 8th, 1872.* The proposals referred to a Special Committee for a revision of the Regulations respecting the publication of authorized Text Books were again considered and deferred.

*Ordered,* That in the opinion of the Council the Regulations requiring an arbitration is not applicable in the case of Mr. Warwick's application respecting "The Spelling Book, a Companion to the Readers," but that Mr. Warwick be permitted to publish that Book on fulfilling the conditions as to the satisfactory execution of the work.

*April 16th, 1872.* Several Communications were laid before the Council.

The Letter of the 12th of April to the Principal of the Normal School, respecting the time of the Examinations was read and approved. The Council desired, however, that an intimation should be given to Doctor Davies that they did not desire to encourage the Normal School Students to attend the Examinations of any one County, in preference to the other Counties.

*Ordered*, That the original Letters received by the Council, on the subject of Text Books, be sent to the Honourable the Provincial Secretary, as desired, together with copies of the Replies, so soon as the latter can be prepared.

A draft of reply to the Letter from the Acting Assistant Secretary, respecting the Normal School, was considered and adopted.

A reply by the Chief Superintendent to the Letter of the Acting Assistant Secretary, respecting his Book on "Christian Morals," was read, and a printed Memorandum containing the matter which the Author proposed to substitute for Questions 39 to 49 inclusive, in the present edition, was also laid before the Council. The further consideration of the matter was deferred until a reply should be received from the Provincial Secretary's Department to the Letter of Doctor Ryerson, and until the Chief Superintendent can be present to offer any further remarks on the subject that he may deem necessary.

*April 23rd, 1872.* A Letter from the Assistant Secretary of the Province was laid before the Council, transmitting a copy of the Memorial from certain Ministers, respecting Doctor Ryerson's Book on "Christian Morals."

The Chief Superintendent submitted for approval Doctor Wayland's abridged Treatise on "Moral Science," as an alternative to his Book on "Christian Morals."

*April 29th, 1872.* Several Communications were laid before the Council.

The Chief Local Inspector was requested to transmit the Memorial of the German-speaking inhabitants of Waterloo to the Government, in order that such action may be taken in the matter as may be expedient.

*Ordered*, That, in any future revision of a School Text Book, the Council will, before undertaking that work, point out its necessity to the Government, and will apply for the pecuniary means necessary to accomplish the proposed revision.

*Ordered*, That no Publisher hereafter shall be required to pay anything for the privilege of publishing any of the Text Books that have been authorized by the Council of Public Instruction, and of which the Copyright is under the control of the Council.

*Ordered*, That the Council consents, (although reluctantly, and not unanimously, but at the earnest request of the Chief Superintendent), to recommend the optional use of Doctor Wayland's "Elements of Moral Science," for those Pupils whose Trustees and Parents may prefer that Book to his work on the "First Lessons in Christian Morals."

A draft reply to the Letter of the Honourable the Provincial Secretary of the 8th of April, respecting an Order-in-Council, also a draft reply to Letters of the 8th of April and of the 16th of April, respecting Doctor Ryerson's "Christian Morals," were adopted.

*May 3rd, 1872.* The Chief Superintendent was requested to reply to the Inspector of West Middlesex, explaining the reasons for not granting his request.

A draft of Letter to the Chairman of the Committee of Examiners, with respect to the approaching Examinations was approved.

A draft reply to the Letter from the Honourable the Provincial Secretary, respecting the Normal School was considered and adopted.

Specimens of a new Edition of Tablet Reading Lessons in Sheets, from the First Book, were approved.

*May 31st, 1872.* A reply to the inquiry of the Government respecting the appointment of a Master in the Normal School was adopted.

A draft of reply to the Letter of Messieurs Campbell and Son was approved.

*Ordered*, That no person shall be eligible to be a Candidate for a Second Class Certificate as a Teacher unless he shall have previously obtained a Third Class Certificate under the present system of Examinations, or a First, or Second, Class Certificate under the former system.

A number of applications for Pensions from the Superannuation Fund were considered and approved.

*June 28th, 1872.* Several Communications were laid before the Council.

A draft reply to the Letter of the Honourable the Provincial Secretary, in regard to the appointment of a Normal School Master, was considered and adopted.

The Books submitted by Mr. Warwick, being specimens of his Edition of the Fourth Reading Book and the Spelling Book were approved, but the Chief Superintendent was requested to intimate to Mr. Warwick that many of the woodcuts in them are unsatisfactory, and the press work defective, and that the Council will expect improvement in these particulars.

The General Regulations respecting the Examination of Candidates for Certificates as Public School Teachers were revised and adopted.

*August 2nd, 1872.* Several Communications were laid before the Council.

*Ordered,* That an acknowledgment of the Letter from the Honourable the Provincial Secretary's Department, be sent with the request that, as the Order-in-Council has been published in the Official Gazette, the reply of the Chief Superintendent may be also similarly published, the Council concurring in the same.

*Ordered,* That, in accordance with the recommendation of the Examiners, Certificates to Teachers of the First Class would be awarded.

*Ordered,* That, on the decease of a Superannuated Teacher, leaving a Widow, the said Widow shall be paid the whole of the Pension of such Teacher for the then current year, if not already paid to the deceased.

Regulations respecting the admission of Pupils to the High Schools and Collegiate Institutes were adopted.

*October 4th, 1872.* The Minutes of the preceding Meeting were read and approved, but, in Regulation 12, then adopted, the Council sanction the substitution of the words "Fifty per cent." instead of "Seventy-five per cent."

The Communication from the Assistant Secretary of the Province, dated 27th of September, was laid before the Council, in which the copy of an Order-in-Council, suspending the Regulations respecting Admission to High Schools and Collegiate Institutes, was transmitted.

*October 9th, 1872.* Several Communications were laid before the Council.

A draft reply to the Communication of the Honourable Provincial Secretary, transmitting the Order-in-Council, suspending the Regulations for admission to High Schools, was adopted.

The Chief Superintendent was requested to ascertain the most convenient time for holding the next semi-annual Examinations for Teachers' Certificates, and to give the necessary notice of the same.

*October 14th, 1872.* Several Communications were laid before the Council.

The Council, having been informed by the Chief Superintendent that their Excellencies the Governor-General and Lady Dufferin had intimated their intention to visit the Establishment on Wednesday the 16th instant, adopted an Address to be signed by the Chairman and presented on that occasion.

Certain Correspondence between the Chief Superintendent and Mr. J. A. McLellan, M.A., Inspector of High Schools, was read respecting the violation of a Rule of the Council to restrain those in their employment from taking an active part in Party Precessions and Party Politics; and the Chief Superintendent was requested, on behalf of the Council, to ask Mr. McLellan for an explanation of his proceedings, after he had been apprised by the Chief Superintendent of the existence of the rule thus contravened.

*Ordered,* That the Government having condemned and suspended through the medium of the Public Press the Regulations which the Council of Public Instruction had adopted for the admission of Pupils to the High Schools, a request be made to the Government to publish, through the same medium, the explanation of, and reasons



for, the said Regulations, contained in the Reply of the Council, addressed to the Honourable the Provincial Secretary, the 11th instant.

The Chief Superintendent reported that the following days had been fixed for commencing the next semi-annual Examinations of Public School Teachers, videlicet:—

For Second and Second and Third Classes, Monday, 16th of December, at two o'clock p.m., and for First Class, Thursday, the 26th of December, at nine o'clock a.m., which was sanctioned.

*October 16th, 1872.* The Council met pursuant to notice, at half past ten o'clock, a.m., to receive their Excellencies the Governor-General and the Countess of Dufferin.

Their Excellencies arrived at half past eleven o'clock, and were received at the door by the Chief Superintendent and other Members of the Council and Officers of the Department. They were conducted to the Theatre, where the Members, Officers, Teachers, Students and Pupils of the Normal and Model Schools were assembled, and where they were greeted with a verse of the National Anthem by the children, after which an Address was read to Lord Dufferin, by the Very Reverend Dean Grasett, the Chairman.

The names marked in the Council Minute Book were the following:—

Dufferin. Harriot, Countess of Dufferin.

H. C. Fletcher, Lieutenant-Colonel, Scottish Fusilier Guards.

*October 21st, 1872.* A Letter from Mr. Henry Kinlock, by the direction of the Honourable Mr. Blake, President of the Council, respecting the Order-in-Council suspending the High School Regulations, having been read, the Council adopted a draft reply to it.

With respect to the Communication from the Chairman of the Central Committee of Examiners of the 18th of September, it was,—

*Ordered,* That the subject of Domestic Economy be omitted in the Programme of Examination for Teachers' Certificates.

*October 25th, 1872.* No business of public importance was transacted.

*December 30th, 1872.* Several Communications were laid before the Council.

*Ordered,* That the Text Books now submitted for approval be referred to the Central Committee of Examiners, with the request that they would express an opinion on the same.

*Ordered,* That the appointment be made in the Model School as recommended by the Principal in his Letter.

*Ordered,* That the suggestions of the Principal, respecting Boarding Houses be referred to the Chief Superintendent, with the request that he will take such action thereon as he may deem expedient.

Several applications for Pensions from the Superannuation Grant were approved.

## CHAPTER VI.

### EDUCATIONAL FEATURES OF THE GOVERNOR-GENERAL'S VISIT, 1872.

Among the most pleasurable incidents connected with public and social life in Ontario, none has equalled that of the auspicious visit of His Excellency the Governor-General to its Capital in 1872. The Earl of Dufferin, as the Representative of the Sovereign, more than realized the ideal among all classes of Canadian people of what that Representative should be, not only in the execution of his civil duties, but also in the discharge of the popular and social functions of his high office. These features of His Excellency's duties are confessedly among the most delicate and difficult which

he can be called upon to discharge. And yet, by common consent, it was felt that he has not only performed them during his visit to Toronto with rare tact and discretion, but that he succeeded in infusing into them a heartiness, (or, as the Americans would say, a graceful "naturalness") which was most pleasant and winning. In doing so it was also felt that, apart from the Governor-General's own *bonhomie* and good sense, there was imparted to the whole of His Excellency's movements and utterances an irresistible grace and charm by the presence and participation in them of the Countess of Dufferin. Gifted evidently with great amiability of disposition, Her Excellency blended with it a graciousness of manner which won all hearts, and which gave to Lord Dufferin's official visits somewhat of that pleasant impressiveness which the condescension of a personal visit of the Sovereign would produce.

Thus much of the personal and social aspects of His Excellency's visits. These, after all, may be considered as the most pleasant and lasting in their effects; but yet there is another and higher aspect of them in which we should like to view them.

There are many who remember with unmingled satisfaction the zeal and ability with which the late lamented Lord Elgin identified himself with the benevolent and educational enterprizes of the Province in his day, and sought, both by his presence and eloquent advocacy of their interests, to promote their growth and development among us. For many years after his retirement from Canada, the moral and social effects of his popular advocacy of these great interests were felt. And to his oft, repeated reference to the progress of our Educational System, in his many speeches and addresses in England and Scotland, are we to this day, to a great extent, indebted, for its popularity abroad. He brought the subject prominently before the English and general Public, and thus awakened an interest in it,—as an experiment in Colonial Government and Education,—which leading Statesmen in England have since shown in their desire to learn something more definitely of by personal inquiry, or through Royal Commissions.

Lord Dufferin happily sought to render a like service to the Province, and, in doing so, to give the full weight of his personal opinion and experience in this matter. He was not content, (as he himself expressed it), to accept for an acquaintance with our System of Education, mere popular report, or even the official reports of others, but he also endeavoured, by personal inquiry and investigation, to make himself acquainted with its leading principles, and so to master its details, as to be enabled to learn its quality and to estimate its value to the Country. Not only did he obtain and examine the official Reports on Education in Ontario, but, as an instance of his desire, not simply to content himself with a mere formal visit, (as was customary with some others of his Predecessors), to the leading Educational Institutions of the City, he paid at least two visits each to the University of Toronto and to the Education Department, in the latter of which he spent nearly two hours on his first visit, and three on his second. Not only did he inspect with interest the various departments of these Institutions; but he asked such practical questions, in regard to what was shown to him, and sought such illustrations of the practical utility of what he saw, that he was able in his own mind to form an opinion of their value, or to judge of their adaptation to the ends sought to be attained. In doing this, His Excellency showed a tact and discrimination which was remarkable, and yet a courtesy, as well as a deference to those he addressed, which, (as coming from the Queen's Representative, and also the highest Civil Officer in the Dominion), was most pleasing and graceful.

In all this the Governor-General has shown the rare sagacity and keen practical wisdom of a Statesman and Ruler. He has sought to obtain his information in regard to important branches of social science in this new Country, direct, and from the most reliable sources. By personal inquiry, and an inspection of the material evidences of the Agricultural, Mechanical, Industrial and Educational progress, and Christian benevolent enterprise, which were presented to him, the Governor-General endeavoured to obtain that practical information which enabled him to form a clear and definite

judgment on the condition of the Province, an opinion on the practical character of its institutions,—and an estimate of the number and efficacy of those great instruments of national progress and enlightenment, which the wisdom of Parliament, the sagacity of our Statesmen, and the Christian philanthropy of our people, have put into operation.

These, and other considerations, have influenced me in giving more than the usual prominence to the details of Lord Dufferin's visit to the various Educational Institutions of Toronto,—from the private School, (the City Public Schools, the Upper Canada College and other establishments), up to the Trinity and Toronto Universities.

At each of these Visits, although the Addresses presented to Lord Dufferin were generally couched in the usual complimentary and official form, yet, in his personal replies, he departed from the usual formal manner of response, by adopting an easy, pleasant, conversational style, abounding with touches of wit, but invariably also with striking and thoroughly practical remarks, especially when these remarks were directed, as they always were, with a kindly reference to the incidents which unusually characterized the School life of both Boys and Girls,—as witness his appropriate counsels to the Pupils of Upper Canada College. He drew largely from his own personal experience and from his knowledge of educational matters in the old Land. It is this special and personal feature of Lord Dufferin's visit to the Educational Institutions of Toronto which adds value to the detailed record which I have been enabled to insert in this Volume.

Like his distinguished Predecessor, Lord Elgin, he never seemed to be at a loss, when occasion offered, and circumstances called it forth, to say just the right thing at the right time, and to utter pertinent and practical remarks in his usual graceful and kindly manner.

Of the opinion which His Excellency formed of our Educational System and Institutions he gave utterance on several occasions. On the occasion of his visit to the Education Department of Ontario, and, in the course of his remarks to the Students of the Normal School, he said:—

I had felt some anxiety and interest to become acquainted with what I had understood to be one of the best Systems of Education in the world, and I must now express my complete satisfaction with what I have witnessed.

On leaving the Education Department, Lord Dufferin also expressed the great pleasure he had experienced in the inspection of the establishment, which, he said, was equalled by few of its kind in Europe, and remarked, that its Founders had built themselves a lasting monument.

In regard to the Educational Institutions of Toronto, His Excellency, on leaving Toronto, directed Colonel Fletcher, his Secretary, to address a formal Letter of acknowledgment to His Worship the Mayor of the City. In that Letter Colonel Fletcher said:—

The Governor-General has had an opportunity of visiting some of the principal Institutions of the City, and he cannot adequately describe the satisfaction he has experienced in observing the admirable footing upon which they are established. Those devoted to Educational purposes have especially attracted his attention, as being equal, if not superior, to any with which he is acquainted.

There are abundant evidences in Lord Dufferin's impromptu, and yet studied, utterances, that he had not undertaken his important duties without, at least, an extensive preliminary study of our past history, and a tolerably correct estimate of the resources and capabilities of the Provinces in the Dominion. The following is a record of His Excellency's visits to the Educational Institutions of Toronto, copied from the admirable reports of those visits in the *Globe*, *Mail* and *Leader* Newspapers.

#### I. LORD DUFFERIN'S VISIT TO THE EDUCATION DEPARTMENT FOR ONTARIO.

When their Excellencies the Governor-General and the Countess of Dufferin, accompanied by Colonel Fletcher, visited the Education Department, they were received at



the principal Entrance by the Chief Superintendent of Education, the Reverend Doctor Ryerson; the Deputy Superintendent, Doctor Hodgins; the Very Reverend Dean Grasett, Chairman; and the following additional Members of the Council of Public Instruction:—The Most Reverend the Archbishop of Toronto, Reverend Doctor McCaul, Reverend Doctor Jennings, the Honourable William McMaster. The following Gentlemen were also in attendance and were presented to their Excellencies in the vestibule:—The Honourable Attorney-General Crooks, the Right Reverend the Bishop of London, the Very Reverend Vicar-General Jamot, the Reverend Mr. Crinan, of Stratford, and the Reverend Doctor Davies, Principal of the Normal School. Their Excellencies were conducted into the Theatre, in the body of which the children of the Model School were assembled, the Students of the Normal School occupying the Gallery. Over the entrance to the Theatre were the words, "God save the Queen," enclosed in a border of coloured Maple Leaves, the work of Doctor May, Chief of the Depository Department, aided by some young Girls from the Model Schools. On the front of the Gallery, facing the platform, was the Governor-General's motto, "*Per vias rectas*," in green Maple Leaves, Over this was the word "Welcome," in autumn Maple Leaves, and surmounting all was the Crown in Flowers. The decorations inside the Theatre were the work of the female Students of the Normal School, under the direction of Mr. William Armstrong, C.E., Drawing Master.

On the entrance of the Governor-General, all the Students, Pupils and Assemblage rose, and, led by Mr. Sefton, sang the National Anthem, which, in common with the subsequent selections, was performed in a manner which did great credit to the ability of the Teacher of Music, and to the aptitude of the Scholars. The Chief Superintendent, Deputy Superintendent, and Members of the Council then descended to the foot of the dais, and the Dean of Toronto read the following Address:—

TO HIS EXCELLENCY THE RIGHT HONOURABLE THE EARL OF DUFFERIN, K.P., K.C.B.,  
GOVERNOR-GENERAL OF CANADA.

*May it please Your Excellency:—*

The Council of Public Instruction for the Province of Ontario, in unison with all classes of our fellow Subjects, most cordially welcome you and the Countess of Dufferin to the Country first selected as a home by the United Empire Loyalists of America, and to this seat of our Educational Operations. We welcome your Excellency not only as the honoured Representative of our beloved Sovereign, as an experienced Statesman and accomplished Scholar, but as a known and earnest labourer in the cause of National Education in Ireland.

To us, as a Body, since 1846, has been assigned the task of establishing the Normal and Model Schools for the training of Teachers, framing the Regulations for the management of the Public and High Schools, selecting the Text Books and Books for Prizes, and Free Libraries, while one of our number has been appointed to prepare and administer the School Law and Regulations. It has been our aim to devise and develop a System of sound universal Education on Christian principles, imbued with a spirit of affectionate loyalty to the Throne and attachment to the unity of the Empire. In this great work we have been favoured with the protection and support of successive Administrations and Parliaments, without respect to party, and with the friendly co-operation of all Religious Persuasions. The Schools under the Education Department have increased to the number of 4,703, and the Pupils in them to the number of 454,616; the School Accommodations, character and qualifications of Teachers, the methods and efficiency of Teaching, have advanced in proportion to the increase of Schools and Pupils, and the amount provided last year for the support of the Schools, almost entirely by voluntary local rates, was \$2,326,808, being an increase on that of the preceding year of \$210,604.

We trust and devoutly pray that your residence in Canada may be agreeable both to your Excellency and Lady Dufferin, and that your Administration of the Government will be beneficial to all classes and sections of the Dominion.

Signed by order and on behalf of the Council of Public Instruction for Ontario.

Toronto, 16th October, 1872.

H. J. GRASETT, Chairman.

His Excellency replied verbally, as follows:—

Gentlemen,—The Address with which you have been good enough to present me contains not only most kind expressions of welcome to myself and Lady Dufferin, on our arrival in this locality, but it also states, in a few pregnant sentences, the general nature of your labours, and the satisfactory results which have flowed from them. In the first place, therefore, I have to thank you, both on Lady Dufferin's part and on my own, for those kind expressions with which you have greeted us. I can assure you that it is indeed a very great satisfaction to us to feel that, in coming to this place, we have been welcomed by those who represent one of the most useful and one of the most successful Institutions in Toronto. On the other hand I have to congratulate you upon those references which you have been able to make with justifiable pride to the fruit of your endeavours. I can well understand that, to those who have watched the gradual growth and extension of such an Establishment as this, it must be delightful to reflect that from hence there have been year by year poured forth in every direction, and to every distant part of the Province, Pupils who in their turn have become Teachers in their several departments, and have spread abroad that sound education and well-directed System of Instruction which they have acquired within your walls. I am well aware that, until a very recent period, your efforts have been a good deal hindered by the want of proper Class Books. That defect, thanks to the efforts, I understand, of one of your Members, has been amply supplied, and I believe that the Class Books of Toronto are now equal to any which can be found in any part of the world. I am also happy to think that I see before me a Gentleman through whose strenuous efforts here and energetic exertions in visiting the various Countries of Europe, as well as examining the different educational systems which have been pursued on the Continent of America, a method of instruction has been introduced into Canada which probably includes in itself all that is good in the various systems to be found elsewhere. But to myself especially, who, in Ireland, have been accustomed to live in the midst of religious contention, and where Education is itself the battle-field upon which the conflicting Denominations encounter each other with the greatest acrimony, it is the greatest pleasure to have met here to-day the distinguished Representatives of so many different Religious Communions, and I must say it speaks very favourably for the liberality of sentiment and for the general enlightenment of the Ecclesiastical Bodies in this Country that this should be the case. In this respect also, Gentlemen, you have my hearty sympathy. It has always seemed to me a disgraceful thing that, in the great contention which we are waging with ignorance, and consequently with crime, the various Religious Denominations of Europe should not have yet learnt to put aside their jealousies and combine in so catholic a cause. I can only say, that since my arrival in Canada I do not think I have ever found myself in a Building which seems to combine in so favourable a degree all the necessary mechanical appliances for the dissemination of knowledge; nor, indeed, to judge by the intelligent and smiling faces of the numerous Pupils before me, have I ever seen more promising materials on which, indeed, Gentlemen, it must be a satisfaction to you to expend your energies and time. Again thanking you for the kind reception you have been good enough to give to Lady Dufferin and myself, I would conclude by wishing you, from the very bottom of my heart, the utmost success and prosperity in the time to come, and I trust that each succeeding year may enable you to extend the sphere of your beneficent labours.

The Model School Pupils then sang "Hurrah for Canada." This was followed by Moore's "The Last Rose of Summer," sung by the pupils of the Normal School in the Gallery: after which the juniors sang another piece, the one selected this time being



"The Sea is England's Glory." His Excellency expressed the pleasure which the performance had afforded him. The Reverend Doctor Davies called for three "right loyal" cheers for the Queen, which were given with enthusiasm, as also in the three cheers for the Earl and Countess of Dufferin which followed.

His Excellency then requested the Authorities of the School to be good enough to give a holiday to all its Pupils of both sexes, which was given, and also at his request to the Employés of the Education Department.

The following Officials of the Department were then presented to their Excellencies by the Reverend Doctor Ryerson, Chief Superintendent:—Messieurs Alexander Marling, F. J. Taylor, J. T. R. Stinson, W. H. Atkinson, and W. E. Hodgins; the following of the Depository section were presented:—Doctor S. P. May, Messieurs H. M. Wilkinson, S. B. Cope, G. Barber, S. A. May, R. J. Bryce, R. Winstanley, F. Nudell, A. C. Paull and A. Ditchburn.

The following Teachers of the School were also presented:—Mr. Thomas Kirkland, M.A., Science Master, and Doctor James Carlyle, Mathematical Master, Normal School; Messieurs Hughes, Scott and McPhedran, Boys' Model School; Mrs. Cullin, Miss Jones, Miss Adams, and Miss Carter, Girls' Model School.

Lord Dufferin then walked round among the Pupils, to several of whom he addressed pleasant remarks. He was highly gratified with the intelligence shown by the children generally. The Countess of Dufferin also entered into pleasant conversation with the Ladies and the female Students who were present.

The Pupils of the several Schools then left the Theatre, and after a short interval their Excellencies were conducted to the Lawn in front of the west wing of the Building, where the Pupils of the first and second divisions of the Girls' Model School were assembled. Under the direction of the veteran Major Goodwin, these young Girls went through a Calisthenic Exercise. They proved themselves quite *au fait*, and displayed wonderful ease and grace in the posturing, which the nature of the exercise necessitated. The Normal Students formed in two ranks, and went through a portion of the ordinary Company drill, wheeling, marching in line, doubling, and executing other movements, with the precision of a trained Company of Volunteers. They finished as they commenced, by a Salute, a graceful movement, which elicited a bow from His Excellency, and a deep courtesy from the Countess. Lord Dufferin complimented Major Goodwin on the excellent training of his squad, and thanked the young Girls and Students for their trouble.

The Viceregal Party then proceeded to an inspection of the interior of the Building. They were first conducted to the Council Room and Library, where the Minute Book of the Council was produced, and the signatures of the Prince of Wales, Prince Arthur, the Grand Duke Alexis, and other distinguished Visitors pointed out by Doctor Ryerson, at whose request both Lord and Lady Dufferin added their autographs. Doctor Hodgins produced some Prize Plans, prepared for School Houses and plans of rural School Site Plots. Before leaving the Department the Governor-General and Lady Dufferin were shown the Educational Depository, stored with Books ready for transportation to Schools requiring them. Conspicuous among the Books lying on the Counter were, by a coincidence, several copies of "Letters from High Latitudes," by Lord Dufferin. From this Room the distinguished Visitors proceeded to the Map and Apparatus Depository, and thence upstairs to the Museum. Lord Dufferin examined with much interest some of the paintings on the staircase, and then entered the Assyrian Room. Here great changes have recently been made. The arrangement of the whole Museum has been vastly improved by Doctor May and his Associates, under the supervision of Doctor Hodgins, and the Assyrian Frescoes and the copy of the winged Bull of the British Museum have been brought into greater relief, and had imparted to them a liveliness which at once strikes the eye of the Visitor, by being bronzed and coloured in appropriate tints. Their Excellencies remained in this Room for a considerable time, examining all the objects in it with full appreciation of their excellence, and the Governor-General expressed his especial



admiration of the happy thought of colouring the frescoes,—an experiment on the part of the Department which had been ably brought out. The Vice-regal Party then passed in succession through the Rooms containing English Engravings and Photographs, (among the first of the latter which caught Lord Dufferin's eye being some of his own relatives); that in which copies of the Dutch and Flemish Masters were hung; the Chamber devoted to Paintings of various European origins, and that containing illustrations of Canadian History alone. They next visited the Room in which Philosophical Apparatus of every kind was exhibited; thence they passed to the Hall devoted to Sculpture and Casts. They were conducted through the Offices of the Department, and took their departure, having passed nearly two hours in the Institution. During his Visit His Excellency made numerous inquiries in regard to various features of the School System of Ontario, of which he said he had heard so much. These were answered to his satisfaction, and evidently increased his interest in the success of the School System.

## 2. THE GOVERNOR-GENERAL'S INSPECTION OF THE NORMAL AND MODEL SCHOOLS.

On a subsequent day His Excellency the Governor-General paid a formal visit to the Normal and Model Schools of Ontario.

His Excellency arrived at the Institution attended by Lieutenant Coulson, A.D.C. The Governor-General was received by the Reverend Doctor Ryerson, Chief Superintendent of Education, Doctor Hodgins, Deputy Superintendent, the Reverend Doctor Davies, Principal of the Normal School, Mr. Marling, Chief Clerk, and Doctor May, of the Depository. His Excellency's first visit was to the Model Schools. They were all tastefully decorated by Mr. Hughes, Mrs. Cullen, and the other Teachers of the School. In the Boys' School Room was the motto "Cead Mille Failthe;" in the Girls' School Room, "Welcome Lady Dufferin," and in the Class Rooms Monograms enclosed in circles and surmounted by Earl's Coronets, all in Autumn Leaves. In the large School Rooms were drawings in chalk, by Mr. W. Armstrong, C.E., Drawing Master, and mottoes in old English, written with the same material, by Mr. S. Clare, Writing Master. The whole displayed great taste; but the *chef d'œuvre* was unquestionably a chalk drawing on the Blackboard in the Boys' School Room by Mr. Armstrong, representing in a most truthful manner two Indians shooting the Rapids in a Canoe, from the stern of which floated a pennon bearing His Excellency's motto "*Per vias rectas.*" By the side of this sketch was Lord Dufferin's coat of arms surmounted by a coronet and a banneret with the motto "Straight forward," all delineated in chalk with surprising distinctness. His Excellency first visited the Class Room of the First Division of the Girls' Model School. A young Girl named Louisa Connor presented a Bouquet and holder to the Governor-General for the Countess, which His Excellency very graciously received. The Girls were questioned in Arithmetic and Mensuration by Mrs. Cullen, and answered with great readiness and precision. His Excellency took great interest in the proceedings, and questioned the Head Mistress as to the mode of teaching employed. A poetical selection having been very correctly read by the Pupils of this division, Lord Dufferin proceeded to another Room, which contained the Girls of the Second Division, under the charge of Miss Jones. These sang two pieces, with considerable taste, under the direction of Mr. H. F. Sefton, Music Master. One of the Pupils, Alice Hays, presented His Excellency with a Bouquet and holder, the gift of the Second Division to Lady Dufferin. The Girls of this division then went into the large School Room and read Elihu Burritt's "One niche the highest," in reference to which His Excellency briefly questioned them. He then proceeded to the Third Division Class Room, where he was also presented with a handsome Bouquet and holder, for Lady Dufferin, by a pretty little girl named Florence Dunn, which Lord Dufferin received with a smile and thanks. The Teacher of this division, Miss Adams, led the children in singing, and questioned them in Mental Arithmetic. Hence His Excellency

was conducted to the First Division of the Boys' School, where Mr. Hughes, Head Master, gave a lesson on Botany, so as to allow the Governor-General to judge of the method of teaching. The Boys then read aloud the Poet Laureate's poem on the Funeral of Wellington. Lord Dufferin questioned the Boys on the characters of Nelson, Wellington and Napoleon respectively, and then proceeded to visit the Second Division, whose Teacher put several questions to the Boys in fractions. The next Room visited was that containing the Third Division. Here the Teacher elicited many proofs from the members of this junior division of their knowledge of English Grammar, and His Excellency also put a few questions on the same subject. The last division in the Model School, the Fourth of Boys, who were all of tender years, was then examined in elementary Arithmetic and Natural History, partly by His Excellency and partly by the Teacher, Miss Carter.

The Vice-regal Party then went into the Normal School, where the Second Division were assembled under instruction from Doctor Carlyle, Mathematical Master, in Physiology, and Doctor Davies in analysis.

His Excellency then congratulated the Students on the means they had afforded them for qualifying themselves for the career before them. They would never have cause to regret the time they had spent there, or the lessons they had learnt, which would give them a foundation of Education which would prove an endless source of delight to them in after life. If he might venture to offer a recommendation to those who were about to repair as Masters and Mistresses to the several local Schools in the Country, it would be to be very careful to do their best to develop the general intelligence of their Pupils, by not merely going through the routine of the several Courses which might be prescribed by the Authorities of the School, but by seeing that, in giving answers, their Pupils thoroughly understood the process by which those answers should be arrived at. He also urged them to pay strict attention to teaching the children to pay due and proper respect to those who were older than themselves, to show deference to age wherever they met with it.

His Excellency next visited a Lecture Hall where the more advanced Pupils of the First Division were receiving instruction in Chemistry from Mr. T. Kirkland, M.A., Science Master. Here Lord Dufferin repeated in substance the remarks he had just made to the Second Division Pupils. He then returned to the Boys' School, where he listened to a recitation by two Boys, named McPherson and Hodgetts, of Sir Walter Scott's "Parting of Douglas and Marmion," which had been altered by Mr. Hughes from the narrative to the dialogue form. The recitation was given in a highly creditable manner, and so gratified His Excellency that he expressed his desire to have the Boys presented to him. He shook hands and conversed with them briefly; after which those of the First Division went through a short examination in Drawing, conducted by His Excellency, who took the chalk in his hand, and illustrated on the Blackboard the first principles of perspective, of which he was an able master, greatly to the amusement of the Boys at the expertness of their novel Teacher. He then proceeded to the Gymnasium, where the Boys of the Second and Third Divisions were exercised in Drill and Gymnastics by Major Goodwin. The drill was highly creditable and elicited the warm commendation of Lord Dufferin and Mr. Coulson. His Excellency, accompanied by Mr. Coulson, left the Building, having been nearly three hours in the Establishment.

### 3. LORD DUFFERIN'S VISIT TO THE UNIVERSITY OF TORONTO.

The Annual Convocation of University College took place on the 18th of October, and was graced by the presence of their Excellencies the Governor-General and the Countess of Dufferin. In response to an invitation from the Authorities of the College, Lord Dufferin consented to take a prominent part in the proceedings by presenting the Prizes to the successful Candidates. Here the Senate of the University, conjointly with the Council of University College, presented an Address of welcome to His Excellency.



The procession entered the Hall in the following order:—Undergraduates and Graduates, in the following order:—A.Bs., M.Bs., LL.Bs., M.Ds., M.As., and LL.Ds., Officers and Members of the University Senate and College Council; esquire and yeomen Bedels, with Maces; Vice Chancellor of the University, and President of University College. The Members of the Senate and College Council occupied positions on the Dais. The Governor-General took the Chair in the centre of the Dais, supported by the Reverend Doctor McCaul, in his President's robes, and by the Honourable Adam Crooks, Vice Chancellor, in his University gown and hood. Lady Dufferin sat on Doctor McCaul's right, with Mrs. McCaul by her side. Mrs. Howland was on the left of Mr. Crooks. Lord Dufferin wore the Star of St. Patrick on his breast, and the ribbon of the same order.

On their Excellencies being seated, Mr. John A. Boyd, M.A., read the following joint Address of the University and University College:—

TO THE RIGHT HONOURABLE FREDERICK, EARL OF DUFFERIN, K.P., K.C.B., GOVERNOR-GENERAL OF CANADA:—

*May it please Your Excellency:—*

The Chancellor, Vice Chancellor, and Members of the Senate of the University of Toronto, and the President, Professors, and other Officers of University College, gladly avail themselves of the present opportunity to tender a hearty welcome to Your Excellency and the Countess of Dufferin, upon the occasion of this your first visit to this Seat of Learning; and at the same time to present their united congratulations upon the well-merited confidence and esteem wherewith Her Most Gracious Majesty has honoured Your Excellency, in intrusting to your hands the Government of the Dominion of Canada.

The objects and aims of this University and this College,—established and endowed by Royal bounty, for the advancement of learning, the cultivation of Science and Literature, “the education and instruction of youth and Students in Arts and Faculties,”—will sufficiently commend themselves to Your Excellency's countenance and sympathy.

That well-known devotion to Art and Literature which has graced Your Excellency's distinguished career in public affairs, gives the assurance that Your Excellency will favourably regard Institutions whose work it is to advance the cause of Learning, and to qualify the youth of the Country for the efficient discharge of the duties of life.

While renewing their expressions of congratulation and welcome, the Authorities of the University and the College rejoice in the conviction that Your Excellency will manifest in the future, as in the past, a warm and steady friendship for the interests of liberal education; and they sincerely hope that the “New Dominion” may long afford an ample and congenial field for the exercise of Your Excellency's abilities.

His Excellency intimated to Doctor McCaul that he would reply at the end of the Convocation. The Reverend the President said it was with great satisfaction he had to announce that His Excellency the Governor-General had graciously consented to distribute the Prizes at their annual Convocation. He felt it to be his duty to assure the audience that no Candidate would be presented for a Prize who had not obtained it well and honourably after strict examination. He congratulated the successful Candidates on their good fortune,—a good fortune that they would long remember in the evening of life, perchance,—in receiving their Prizes from the hands of the Earl of Dufferin. He believed they would value it all the more, because the Countess had done them the honour to give a charm to their Convocation such as it never obtained before.

The Professors then called up the several Prize men and presented them to the Governor-General, who distributed the Prizes with an appropriate word, or two, to each Student.



His Excellency then rose, and said:—I cannot quit the presence of this distinguished company without desiring in a few words to express to the Chancellor, to the Vice Chancellor, and the Authorities of this Institution, my best thanks for the kind and hearty reception which they have accorded us. I had long since heard of the admirable System of Education which had been established in the Province of Ontario, and especially in the University of Toronto. But I must say that any expectations I may have formed, however pleasing, have been infinitely surpassed by the pleasure I have experienced in my visit. Until I reached Toronto itself, I confess I was not aware that so magnificent a specimen of Gothic architecture existed upon the American Continent. The citizens of Toronto, as well as the Students of this University, have to be congratulated, that, amongst the inhabitants of their own Province, there should have been found a Gentleman so complete a master of his art as to have been enabled to decorate this City with such a magnificent specimen of his skill. Thanks to an intimacy I had the good fortune of forming with some relatives of Doctor McCaul, I was in some measure aware of the successful nature of his labours, and of the noble work upon which he was engaged. I have also been able to assure myself that, perhaps, in no other Educational Establishment is there to be found a more competent body of Professors. Nothing has taken me more by surprise, while, at the same time, nothing has given me greater pleasure, than to have perceived, in consequence of the pleasing duty which I have been called upon to perform, that, within the walls of this University, a greater number of subjects is taught, and a more practical direction is given to the education and to the studies of the Students than within the walls of any University with which I have been hitherto acquainted. But, while I pay this compliment to the practical character of many of the departments over which these distinguished Gentlemen preside, I trust it will not be imagined that, upon that account, I am one of those who are disposed to undervalue that which I consider to be the backbone of a liberal education. I mean the arts and the Greek and Roman Classics. I think that, especially in a new Country like this, where naturally every one almost is primarily concerned in material pursuits,—it is a point of the very greatest importance that the lessons and the experiences of antiquity should not be lost sight of, but that a knowledge of the learning, of the poetry, and of the history of the past, should liberalize our modern ideas. In conclusion, I would say a few words to the Students of the University themselves. I would simply remind them that perhaps in no Country in the World do a body of young men, such as those I see around me, start in life under more favourable auspices, or enter upon their several careers with a more assured certainty that, by industry, by the application of their intelligence, by sobriety of manners and of conduct, they may attain the greatest prizes of life. I would remind them that however humble the origin of any one of them may have been, there is no position in the service of the Country which he may not hope to attain, and such a position is one of the most honourable objects of ambition which a young man could put before him as his aim in life. And I would further remind them that there are other prizes of an imperial nature within their reach, for the Queen of England does not stop to enquire whether a deserving citizen is an Australian, or a Canadian, or a Scotchman, or an Irishman, or an Englishman; it is enough that he should have rendered the State good service, and this is his title to her favour and reward. Within a few weeks past, to a native born Canadian, but one of the most distinguished servants of the Empire, the Queen has been pleased to extend a signal mark of her favour, and has called Sir John Macdonald to be a Member of the Imperial Privy Council. There are others, friends of my own, who, in their early life having been Colonists, on returning to England, fought their way into Parliament, and are now counted among the most distinguished and successful rulers of the Empire. I am sure those I am addressing will lay it to heart, and the lesson I have ventured to inculcate will not be lost upon them. Had I known that this opportunity would be afforded to me, of addressing for the first time since I have been in Canada, an audience so distinguished in every respect, both for

its learning, and, I may say its beauty, I certainly should have made that preparation which I feel to be necessary, and the want of which I trust you will kindly excuse.

The Reverend Doctor McCaul then presented the Officers and Members of the Senate of the University, and of the Council of the College, as well as a number of the Alumni of the Institution.

#### 4. LORD DUFFERIN'S INSPECTION OF UNIVERSITY COLLEGE.

At University College he was met by the President, the Reverend J. McCaul, LL.D., and conducted to the Library, where the Professors and Officers were presented to His Excellency. After some conversation with the Professors, and in examining the ancient MSS. which the Library contained, Lord Dufferin visited the Museum, which he examined with much interest, under the guidance of Doctor Wilson and Doctor Nicholson. He then visited the various Lecture Rooms and the Laboratory, the arrangement of which was explained to him by Doctor Croft. He next visited the President's Room, after which he viewed Convocation Hall from the Gallery. Here and throughout the Building he expressed great admiration of the Architecture, which is so fine a specimen of the Norman style. He then proceeded to the Dining Room, in which the Students were assembling for dinner. His Excellency expressed his satisfaction with all he had seen, and the pleasure he had received from the visit.

At the athletic sports in connection with University College their Excellencies the Governor-General and the Countess of Dufferin, accompanied by Colonel and Lady Harriet Fletcher, were present. They were received by the Reverend Doctor McCaul, by the President of the Committee of Management, (Mr. A. M. Turnbull), and the Secretary, (Mr. W. E. Hodgins), and were warmly received by the vast assemblage present. At the conclusion of the sports, the Countess of Dufferin distributed the Prizes to the fortunate competitors. At the close of the distribution, the Reverend Doctor McCaul said, he begged to return their Excellencies the most cordial thanks, for honouring them with their presence on that occasion. More especially did he thank the Countess of Dufferin, who had so graciously performed the task of presenting the Prizes to the fortunate competitors.

Lord Dufferin, on behalf of Her Excellency, expressed the pleasure which she had felt in taking part in so interesting a ceremony, and remarked that it was a great gratification to him, to find introduced into this new Country, the manly sports which were so popular in the Mother Land. These athletic exercises required a certain amount of training, and the exercise of self-restraint, care, temper and judgment. It might be fair to conjecture, from the frequent use which St. Paul made of the imagery derived from the ancient arena, that on various occasions in his life he must have been a spectator of the games of his countrymen. On behalf of Her Excellency, he wished those who had not received Prizes on that occasion, more success next time.

#### 5. LORD DUFFERIN'S VISIT TO TRINITY COLLEGE.

The Earl and Countess of Dufferin also paid their promised visit to Trinity College. The British Ensign was draped over the Chancellor's Chair in the Hall, and over the entrance was placed a scroll bearing Lord Dufferin's motto, "*Per vias rectas*," most tastefully executed. The Professors, Graduates, and Undergraduates, assembled in the Hall of Convocation. Their Excellencies were met at the principal entrance by the Reverend Provost Whitaker, Doctor Hodder, Dean of the Medical Faculty, and the Reverend Professor Ambery. The Chancellor of the University, the Honourable John Hillyard Cameron, received their Excellencies in the Hall, and led them to seats on the Dais, Lord Dufferin occupying the Chancellor's Chair, and Lady Dufferin a Chair on his right. The Chancellor read the following Address:—

*May it please Your Excellency:—*

We, the Chancellor, Masters, and Scholars, of the University of Trinity College, Toronto, beg to welcome Your Excellency with the profound respect which is your due, alike in your Official and in your Personal capacity.



Having been established for the purpose of educating the sons of Members of the Church of England, Trinity College regulates its Course of Study and its Discipline, with a view to the fulfilment of this primary obligation; but it does not exclude, either from the instruction which it imparts, or from the distinctions which, as a University, it is empowered to confer, Members of other Religious Bodies who consent, during their residence, to receive its teaching and to conform to its rules.

We trust, therefore, that we are doing a work which is directed to the benefit, not of our own Church alone, but of the whole community; and we assure Your Excellency that it has ever been our solicitous endeavour to cherish a devoted loyalty to the Crown, and to promote the closest connection with the Mother Country, believing that that connection is essential both to our political security and to our social progress, and must always conduce to the perpetuation amongst us of a high standard of morals and character.

We would express our grateful sense of the kindly interest in the College which has been shown by Your Excellency and by Lady Dufferin, in honouring us by your presence on this occasion, and our earnest hope that, in the administration of your high office, the sense of public benefits conferred and of public confidence enjoyed may ever be a source of pure and generous happiness to yourself and to every member of your family.

His Excellency made the following verbal reply:—

I return you, both on my own behalf and on behalf of Her Excellency, our warmest thanks for the very kind reception which you have been good enough to prepare for us. I can assure you it gives me the greatest pleasure to find myself within the walls of Trinity College. Myself a Member of the Church of England, having the profoundest veneration for that Communion, and the firmest belief in the purity of her Worship, in the soundness of her Doctrine, and in the beneficence of her Ministrations, it is naturally a source of satisfaction to me individually to find established in this Country an Institution whose object is to provide the Province of Ontario with Ministers of the Anglican Communion, whose duty it will be to preserve unblemished and intact the principles and the faith of the English Church, and to maintain in their several Parishes that reputation for her pastoral charities which has so much endeared the Mother Church to the population of Great Britain, and has even gained for her the admiration and respect of those who do not belong to her. On the other hand, it is no less a satisfaction to me, as a scholar, to think that, thanks to the methods in which instruction is administered in this Establishment, that high character for learning and that tone of refinement which characterize the Ministers of our Church at home should also be maintained and preserved in this Country. I have to thank you, Mr. Chancellor and Gentlemen, as the Representative of Her Majesty, for those expressions of loyalty to Her Person and Her Throne which have found a place in your Address, and still more, perhaps, for those expressions of sympathy with your fellow Subjects in the Mother Country which distinguishes you, as it does every other Canadian Corporation and all the inhabitants of the Dominion. I am well aware that, in some respects, this Institution may be considered to have been the child of your misfortune; that, in time gone by, you suddenly found yourselves confronted by difficulties which were unexpected; and that, unlike those other Denominations in this Country who, from their earliest infancy had been taught to support themselves without any assistance from the State, you suddenly found yourselves confronted by an unforeseen emergency. But the very fact that, so soon after this change had taken place, such an Institution as this should have been established, should have flourished, and should now possess so fair a prospect, is itself a proof that the devotion and the zeal of the Members of the English Church in Canada were fully equal to the occasion. I can only trust that you may continue to enjoy the confidence of your fellow churchmen, and that you may continue to send forth, year after year, to the various Parishes of the Province, Ministers of the Gospel who shall maintain and extend the influence of the Church of England, and that you may supply recruits to the various learned Professions whose lives shall prove a credit to her teaching.



The Chancellor then presented the Reverend the Provost to the Governor-General. and the Provost presented the various Professors. Doctor Hodder presented the Professors and Lecturers in the Medical Faculty.

The Party were then conducted over the Building by the Chancellor, accompanied by the Provost, the Bishop and the Dean. They visited the Library, the Chapel, and other apartments. His Excellency entered into conversation with several of the Students.

## 6. VISIT TO UPPER CANADA COLLEGE.

At the Governor-General's visit to Upper Canada College, he was received by his Honour the Lieutenant-Governor, Visitor of the College; the Honourable Adam Crooks, Doctor Jennings and Doctor Larratt W. Smith, representing the College Committee of the Senate; and Mr. G. R. R. Cockburn, M.A., Principal. Mrs. Howland, Mrs. Cockburn and Mrs. Zane were also present. Lord Dufferin visited the Boarding House and the Class Rooms, where the Masters were presented to him, and J. D. Andrews, Instructor in Gymnastics, fencing and drill; besides the Bursar, Mr. D. Buchan.

Lord Dufferin took great interest in learning the mode of instruction pursued in the College, and listened to some of the lessons imparted by the Masters. The Principal called the attention of Lord Dufferin to the plans for the extension of the Building. After spending a considerable time in the inspection of the College, His Excellency and the other Visitors were conducted to the Lecture Hall, where the Principal then read the following Address:—

*May it please Your Excellency:—*

We, the Principal and Masters of Upper Canada College, with a deep sense of the honour conferred upon us, beg leave most respectfully to welcome Your Excellency and the Countess of Dufferin to this Institution.

We recognize in this visit of Your Excellency the deep interest you feel in the higher education of the youth of this Dominion.

Upper Canada College was founded by Royal munificence at an early period in the history of the Province. . . .

We venture to point with pride to the long list of names of those Gentlemen formerly Upper Canada College Boys, heretofore and now, distinguished Legislators and honourable men of this Province.

The Honour Lists of the University of Toronto, and of the several Universities of the Dominion, and, in a less degree, those of the Mother Country, amply testify to the character of the training received within these walls. Nor have the Boys of Upper Canada College been less honourably distinguished in other careers of life; they have borne themselves bravely on Danubian, Crimean and Indian battle-fields, and we believe that we may safely appeal to the leading merchants of the Dominion as to the energy, ability and Christian character displayed by those who have preferred a Mercantile career.

It having been found by experience that many Boys cease to attend School at a comparatively early age, owing to the pressing wants of a new Country, it has been deemed necessary within the last few years to put in practice the recommendations of the Royal Educational Commissioners of Great Britain, and to adapt the educational machinery so as to provide for Boys not intended for a professional career a liberal course of study, in which, whilst the lessons and experiences of antiquity are not lost sight of, more than usual attention is bestowed upon the more prominent branches of Science, the Modern Languages, and the History and Literature of the great Empire to which it is our pride to belong, and of whose Most Gracious Sovereign Your Excellency is so noble a Representative.

We trust that Your Excellency will favourably regard an Institution of which, until the Confederation of these Provinces, your Predecessors were the Official Visitors; and

we cherish the hope that at no distant day these halls may be again graced by Your Excellency's presence and that of Lady Dufferin.

G. R. R. COCKBURN, M.A., Principal, Upper Canada College. W. WEDD, M.A., Secretary.

His Excellency in reply, said:—

Mr. Principal, Ladies, and Gentlemen,—I can assure you that it is with very great pleasure I find myself within these walls. Any Institution which contains within it such a specimen of the youth of a Country must be one of the most interesting sights which could be presented to the eyes of those who are in any way connected with its administration, and I am sure that both to the Lieutenant-Governor and to myself the aspect of so many bright and intelligent faces is a matter of the greatest satisfaction. I have had the pleasure already of passing through the various Class Rooms, of informing myself of the Course of Instruction communicated at this College, and of making the acquaintance of those Gentlemen who superintend the Studies of the Pupils; and, from first to last, I have seen nothing but what appears to me to be based upon the most admirable principles for the instruction of youth. As I understand, it is the ambition of those who direct the internal affairs of this Establishment, to assimilate, as far as possible, the principles of its moral government to those which have proved so successful in the administration of the great Public Schools in England. Well then, sir, I ask myself what are the leading features of an English Public School; and here I would lay aside for the moment any reference to any particular Course of Study which may be pursued at those Establishments, because they vary in different localities and are influenced by different considerations, but there is one feature which is common to them all, and that is, that the Authorities who are charged with the responsibilities of the education of those young Lads have laid down for themselves this golden rule, that they will not treat the Boys placed under their care as mere children, as incapable of themselves discerning between what is right and what is wrong, between what is honourable and what is dishonourable; but will endeavour to create among their Pupils a healthy public opinion, and through its instrumentality maintain the proper discipline of the School. I am certain that there is no more fruitful principle, no more certain mode of gaining at the same time the confidence of the Pupils and enlisting them on the side of order, regularity and good conduct, than by thus making an appeal to their honourable feelings. Educated myself at a Public School, where, perhaps, this principle of trustfulness towards the Boys has been carried out to the greatest extent, I know how it acts upon the minds of the individuals who are thus honoured by the confidence of their Masters. Although, of course, like other Boys, we were very often idle, and occasionally disobedient, although we committed many things for which we deserved punishment, and for which, I must say, we received it, yet we each of us had this feeling, that, placed upon our honours, as it were, we disdained to commit a base, a dishonourable, or an unworthy action. Perhaps the distinction between what was strictly right and wrong was somewhat confused; although we gave rather a liberal interpretation to the code which we thus set ourselves, yet notwithstanding any imperfections of this kind, there was not one of us who, if discovered in a fault, or accused of any act of disobedience, would have hesitated to avow his fault, or would have sought refuge in anything so dastardly as a lie. There was also another principle to which an appeal was made with success, and which worked with great benefit among the Boys,—the principle of endeavouring to impose upon the elder Lads a certain degree of responsibility, not only in regard to the example they set, but, in reference to the active influence they exercised among their junior companions. This was a very healthy principle. I do not think that the authority thus delegated was ever abused, or that the Boys who were the most conscientious in its exercise were at all unpopular upon that account with their younger Colleagues; and I am sure a kindly word of warning from a Boy whom we felt to be superior to ourselves, not only in his moral character, his age, or learning, but also in his skill in manly sports, exercised a most healthful, and pleasant influence upon our own conduct. We always, of course, know we were School Boys, and willingly and gladly submitted to the discipline we were called upon to obey;



but our Masters were always careful to inculcate upon our minds that because we were School Boys, we had not ceased to be English gentlemen. I will not dwell further upon this point, because I know that to a youthful audience, brevity is the soul of eloquence; but before concluding, I wish to say with what satisfaction I have perceived the catholic character of this Establishment, not only in the technical acceptance of that term in respect of its freedom from any Religious restrictions, or controversial impediments to its utility, but in the sense that its healthful influence seems to extend throughout the whole Dominion of Canada, and even into distant parts of America. I have already had the pleasure of speaking to two or three Boys who have come from the Southern States, one from Georgia and another, I think, from New Orleans; and it speaks well for the reputation of this College that such distant Students should have been attracted to its walls. There is also another very favourable regulation which I have observed, and which had not been thought of when I was a Boy, and which, in a Country like this, cannot fail to be of the greatest convenience. I mean the principle of allowing the streams of Education, after they have flowed together for some time, to bifurcate in different directions, so as to allow the Boys to follow the course which their taste, or talents, point out, or their Parents in their discretion may select for them. By this means you are able to furnish Students to all the varieties of occupation which are so multiform in a new Country. It must be a source of pride to you that this College should have furnished to the annals of the State the names of so many distinguished persons. You already count among those who have gone before you the Prime Minister of the Province, and perhaps some day you may also be able to point out, as amongst the numbers of your Predecessors, the Prime Minister of State. We have present here to-day one of the most distinguished gentlemen of this Province, a Person eminent in the legal profession, who was also a Pupil of this establishment, and it must be a mutual satisfaction to him, as well as to the Pupils assembled in his presence, that they should have this opportunity of meeting. I thank you, Mr. President, I thank you, Ladies and Gentlemen, and I thank you, Boys, for the kind and hearty welcome you have given to the Representative of Her Majesty; and I am quite certain that, wherever a Canadian Boy is to be found, there, also, Her Majesty will find a loyal Subject. His Excellency requested the Authorities to grant the Boys a whole holiday. The Principal consented, and fixed upon the holiday. The Boys of the Sixth, and the Exhibitioners of the Fifth Forms were then presented to His Excellency, and the Vice-regal Party left the Building.

## 7. INSPECTION OF THE CITY PUBLIC SCHOOLS.

His Excellency also inspected two of the City Public Schools. He first visited the John Street School, where the Members of the Board were present. Of these, Doctor Wright, Messieurs McMurrich, Ogden, and Lee, formed the Reception Committee. There were also present at the School, to meet His Excellency, the Honourable John McMurrich, ex-Chairman of the Board, Doctor J. G. Hodgins, Deputy Superintendent of Education, Mr. G. A. Barber, Secretary of the School Board, Reverend James Porter, City School Inspector, Mr. H. F. Sefton, Music Master, and Mr. H. C. Wilkinson, Truant Officer, besides a number of Ladies. The School was prettily decorated throughout with evergreens, flags, designs in Maple Leaves, and Mottoes, such as "Welcome, Lord Dufferin," and "God save the Queen." Lord Dufferin was received by Doctor Wright, as Chairman of the Board, and Mr. W. B. McMurrich, Chairman of the Reception Committee. After the usual formalities, His Excellency was conducted to the Class Room of the Head Master, Mr. McAllister, where the Members of the Board were in waiting to receive His Excellency. The different Rooms were very handsomely decorated for the occasion, particularly those of the Head Master, and also those of the Head Mistress, Miss Boddy. The decoration upon the Head Master's Desk was very beautiful, and attracted much attention. It consisted of a border of variegated Autumn Leaves, interspersed with white Berries. One of the mottoes was particularly appropriate, being "To make the Boy a good Scholar: the Scholar a good Boy."



Doctor Wright conducted the Governor-General to the Dais, and read the following Address:—

*May it please Your Excellency:—*

The Public School Board of Toronto desire to unite with other Public Bodies, as well as with its fellow-subjects in general, in cordially welcoming Your Excellency and the Countess of Dufferin to this Province and this City, and we desire to especially welcome Your Excellency on the occasion of your visit to our Public Schools, as we feel assured that Your Excellency feels the same warm interest in the Schools of the people as in Collegiate and University Education.

Since this Board was first established, in 1859, there have been erected and furnished with all needful appliances, not less than twelve commodious and handsome School Houses in different parts of the City, and we are now engaged in erecting another School building, with which will be connected accommodation for the Board and Officers.

Sixty-two Teachers are at present employed in our Schools, a daily average of 5,000 children, Boys and Girls of various ages, receive regular instruction in those useful branches of knowledge required to prepare them for industrial pursuits after leaving School, while, in addition to these more practical Studies, the rudiments of Drawing and Vocal Music form a part of each day's occupation.

Soon after the Schools were first organized, our fellow citizens, in Public Meeting assembled, determined that the same should be made Free to all. Since then, the Legislature has affirmed the principle of Free Schools as the Law of the Land, so that, by this means, the blessings of a good education have been secured, for all time to some, to all classes of the rising generation of this City.

The total cost of our present School Buildings, Furniture, and Apparatus, may be stated at \$150,000; the expense of maintaining the Schools for the current year will be \$45,000; and, with the exception of a small annual Grant by the Legislature of \$3,000, the whole of this large outlay for Buildings and maintenance has been provided by an Assessment on the Ratepayers, who have most liberally sustained the exertions of the Board to give a sound, practical education to the youth of this City, in the firm belief that rational liberty and free institutions are best understood and appreciated through the influences of an educated and intelligent community.

The instruction imparted in our Schools is free from all sectarian character, and it is to this feature in our School System that we have to ascribe the great success which has attended our efforts in the cause of public education.

We avail ourselves of this gratifying opportunity to offer for Your Excellency's acceptance, in remembrance of your welcome visit to our Public Schools, this copy of the proceedings of the Board during the period of its existence, and, in conclusion, permit us to express our sincere and hearty good wishes for the welfare and happiness of Your Excellency and Lady Dufferin.

G. A. BARBER, Secretary.

H. H. WRIGHT, Chairman.

Doctor Wright handed to the Governor-General the Address and the two Volumes alluded to in it, which had been handsomely bound in purple morocco.

His Excellency, in reply, said it gave him the very greatest pleasure to have an opportunity of paying that visit. It was quite true, as had been remarked in their Addresses, that hitherto his attention had been rather turned towards those Institutions which had been founded for the purpose of affording instruction in the higher branches of learning, but he could well understand with what pride and interest the citizens of Toronto must regard these and similar Institutions under their care. Among the many cares which should occupy the Government of a Country, none was more important than that which was concerned with the education which was provided for those classes whose children he saw around him. Perhaps among the many Addresses which had been presented to him, all of them full of expressions of loyalty to the Crown, and equally fraught with kind wishes for his own personal happiness, he had received none

which contained within so short a number of paragraphs so many pregnant facts, or such a complete and satisfactory *resumé* of good and useful work. It was extremely creditable to those who were immediately concerned with that School that a Building so commodious, so admirably furnished with all the appliances of Education, should be provided for the children of the District. He could not but hope, when he looked at the intelligent faces of the young children before him, that already at the commencement of their lives they were able to appreciate the advantages which had been placed within their reach. It should be a matter of concern to all of them to make the best possible use of the means afforded them, for he could tell them, from his own experience, that they would probably never again have such precious opportunities of assuring their future destiny. By industry, by attention to their Studies, and by close application to the tasks set before them, they would acquire those habits of diligence, and that discipline of the mental faculties, which could not fail, when hereafter they came to encounter the dangers, the temptations, and the trials of life, to stand them in good stead. They should remember, notwithstanding those advantages which, thanks to the paternal thoughtfulness and consideration of the Government, they possessed, that they must not on that account fancy that they were wiser than those who had gone before them, or that they should fail to pay to their Elders, who might not have had the same advantages as themselves, that respect and deference which was their due. He concluded by asking the Authorities to grant the children a Holiday.

The Members and Officers of the Board, and Visitors present, together with Mr. S. McAllister, Head Master of the School, and Miss S. J. Hamilton, one of the Teachers, were then presented to His Excellency by Doctor Wright, after which the senior Boys read a selection from the Reading Book. Lord Dufferin was next led into the Galleries appropriated to the junior Boys in charge of Miss Stokes and Mrs. Carey, and thence upstairs to the Girls' School Room. Here Miss Boddy, Head Mistress, was in charge, assisted by Miss Gemmell, and Miss Gunn, Teacher of Drawing for the western division of the City. Several of the Girls read in turn a poetical selection, one of them, a little Girl named Mary Berry, winning His Excellency's especial commendation for her admirable expression. Some good specimens of Calligraphy and Free-hand Drawing were shown to and praised by His Excellency, who next visited the junior section, who were briefly questioned by their Teacher, Miss S. Mackenzie, in Arithmetic. His Excellency, in passing through the various Rooms, had a kindly word for the children in each, and noticed approvingly some coloured children in the junior divisions. He heard the highest class of both Boys and Girls read. On leaving he called for the Head Master, to whom he expressed the pleasure his visit to the School had given him. The Governor-General and Mr. Coulson accompanied by Doctor Wright and the other Members of the Reception Committee, the Officers and the representatives of the Press, then proceeded to the recently-erected School Building on Parliament Street. The Rooms were all prettily decorated with evergreens, and the mottoes:—"Fear God; Honour the King," "*Vivat Regina*," "God save the Queen," and "Welcome, Lord Dufferin." His Excellency visited the different rooms in which the children were under instruction respectively from Mr. Doan, Head Master, in English History; Miss McCreight, Head Mistress, in Fractions; and Miss Grey, Teacher of the junior division, in the elements of Arithmetic. The National Anthem was sung by every class as His Excellency entered. On leaving, he examined the external arrangements of the School, with which he was pleased.

#### 8. LORD DUFFERIN AT BISHOP STRACHAN'S SCHOOL.

His Excellency Lord Dufferin and Lady Dufferin, paid a private visit of inspection to Wykeham Hall School. The Bishop of the Diocese, as President of the Council, together with the Reverend John Langtry, Chaplain, the Reverend Doctor Davies, and other Members of the Board, received them, and they were conducted through the several Class Rooms, which, with the Dormitories, were most tastefully decorated with

wreaths composed of Autumn-tinted Leaves and Mottoes of welcome. After a pleasing performance of instrumental music, the Pupils assembled in the Chapel. Lord Dufferin expressed himself highly pleased with some French, German and English readings given by the Pupils. His Excellency, being requested to address a few words to the Pupils, said that he should feel regret were he to depart without thanking them for the graceful manner in which they had received his visit. With respect to one of the distinctive features of the School, His Excellency congratulated the assemblage on the admirable order and neatness everywhere observable; the happy faces before him also bearing testimony to the care and kindness with which the Pupils were treated. Alluding to the Religious Training, Lord Dufferin said that while we should all feel the utmost charity and good-will to those who sincerely differed from us, we should steadfastly hold and maintain what we believed to be the truth; and as a Member of the Episcopalian Communion, he rejoiced to see so flourishing an Institution, where the principles in which he believed were inculcated from earliest youth, and he had no doubt that the seed thus sown would continue to bear good fruit through successive generations, and prove a very great blessing to the whole community. His Excellency requested, amid the smiles and scarcely suppressed plaudits of the Scholars, that a holiday be granted by the Lady Principal, which was granted.

#### 9. A VISIT TO ST. MICHAEL'S AND ST. JOSEPH'S.

When the Vice-regal Party visited St. Michael's College, it was gay with evergreens, flags, and devices, and the Union Jack floated over the gate and principal entrance to the College. Over the centre Door was an arch of evergreens, bearing the words, "Welcome to St. Michael's" surmounting which was the legend, "*Per vias rectas.*" On their Excellencies' arrival at the College, the College band played the National Anthem, and all present joined in hearty cheers. In a room adjoining the entrance, His Grace, the Archbishop, introduced to the Governor-General the Very Reverend the Superior, who, in turn, presented the Members of the College Faculty. Archbishop Lynch also presented a number of the Clergy. Lord and Lady Dufferin were then led to the Study Hall. On their entrance the band struck up "The Harp that once through Tara's Halls." Their Excellencies being seated, the Very Reverend the Superior read the following Address:—

*May it please Your Excellency:—*

We, the Superior, Professors, and Students of St. Michael's College, beg leave to present ourselves before Your Excellency to offer a hearty and dutiful welcome to Your Excellency and to the Countess of Dufferin, on the occasion of this distinguished visit to our House. Your Excellency will be glad to learn that St. Michael's College is happily carrying into effect the object of its establishment in the Dominion. It has prepared, wholly, or in part, many able and zealous Priests to minister to the spiritual necessities of the Members of our Communion; it has sent from its Halls into the learned Professions gentlemen to whose standing in their respective spheres it points with a feeling of proud satisfaction; and it has distributed among the other walks of life citizens whose loyal regard to the best interests of our Country encourages us to indulge the hope that the usefulness of our Institution may daily become more and more extended, and its influence for good keep pace with the growth of our rising Country.

We rejoice that, through Your Excellency's condescension, we are to-day enabled to give voice, in the presence of Her Majesty's Representative, to our unfaltering devotion to our Queen and Country; and we gladly take advantage of this auspicious moment to signify our respectful deference to Your Excellency, and the noble Lady who so gracefully shares with Your Excellency the honours of the Vice-regal Throne.

TORONTO, October 21st, 1872.

C. VINCENT, Superior.



His Excellency, in reply, said it gave him the greatest pleasure to have the opportunity of paying this visit. He was well aware of the excellent work which they were prosecuting, and of the success which had attended their labours. Connected, as he was, with a Country which annually sent forth from its shores thousands of Catholic Emigrants to this Country, it was a matter of very great satisfaction to him to think that there was, in one of the principal localities to which they naturally resorted, an Institution which not only provided a means of instruction for their children, but furnished forth those Ministers of Religion, upon whose beneficent operations so much of their spiritual as well as their temporal happiness depended. As the Representative of Her Most Gracious Majesty, he received with thanks those expressions of loyalty which they had addressed to her Throne and her Person, and he felt that he could not do any official act which would be more consonant to Her Majesty's own feelings, or more in accordance with those high duties she had been called by God's Providence to perform, than when he testified in her behalf to the interest which she took in everything which concerned the welfare of her Catholic subjects. Happily, in this Country, those religious animosities, to which from his infancy he had been accustomed in his own land, seemed to have been considerably assuaged, and, in every City of the Dominion through which he had passed, he had met with fresh instances of the harmony and the liberality of sentiment which all the Religious Denominations of Canada maintained towards each other, and the common feeling of loyalty by which they were bound to the Throne. He thanked them on behalf of Lady Dufferin, for the kind way in which they had included her in the welcome they had extended to himself. In return, he wished that they might enjoy every prosperity, and that the sphere of their labours might be continually increased.

Archbishop Lynch then made a few remarks. He observed that the motto of the Governor-General should be the motto of every good and honourable Boy in that College, and pointed out that the words which composed it,—"*Per vias rectas*," were to be found in one of the antiphons of the Church. He requested His Excellency to be kind enough to grant the Boys a holiday, and to allow them as a memorial of his visit, to place His Excellency's shield and motto over the gates of the Building.

Lord Dufferin said that, encouraged by the words of His Grace the Archbishop, he had great pleasure in asking the Authorities of the College to grant the Boys a holiday. He esteemed it as a peculiar compliment, not only to himself, but also to the remote ancestor who originally adopted the motto to which His Grace had referred, that they should desire to place that legend above their Gates. He was certain that, if the Boys, following the advice of the Archbishop, would allow that principle to direct their life, they would never have cause to regret it, either here or hereafter.

His Excellency then conversed with some of the Boys, and after hearty cheers had been given for the Queen, the Governor-General and Lady Dufferin, the Vice-regal Party drove to St. Joseph's Home. At the Door their Excellencies were received by the Reverend Mother Bernard, and the Sisters of St. Joseph, who were presented to them by His Grace. After some minutes passed in conversation in one of the prettily arranged rooms of the Home, Lord and Lady Dufferin were conducted into a large parlour, where the Pupils of the Sisters were assembled. A large number of Pupils, who, in their white dresses, were ranged in a triple row down one side of the room. The walls were tastefully decorated with English and Irish flags, and with others bearing the inscriptions "Long live Lord Dufferin," "Long live Lady Dufferin," "Erin Go Bragh," "October 21st, 1872." Facing the door were the words, "Welcome, Lord Dufferin;" with His Excellency's motto,—"*Per vias rectas*." As their Excellencies entered the whole of the Pupils rose, and with a pianoforte accompaniment, sang an original hymn of welcome.

Three Pupils,—Miss Katie Kidd, Miss Jordan, and Miss Small,—and the first named, with admirable intonation, read the following Address:—

*May it please Your Excellencies:—*

To receive the expression of our most cordial welcome to our dear "Convent of St. Joseph."

When we heard of the enthusiastic reception Your Excellencies everywhere met with since your arrival in our Country, we scarcely expected that we would have the honour of offering the same heartfelt greeting in our secluded home: but with the condescension belonging to true nobility, Your Excellencies have offered us an opportunity of presenting our good wishes in person.

To the noble Countess of Dufferin we offer a most affectionate welcome. Your Excellency has ever been a bright ornament of our sex in your own fair land, and we are proud that you have been placed as its guiding star in ours.

We take the opportunity of this gracious visit to express to Your Excellencies the respect and love we feel towards our Sovereign Lady the Queen, who is endeared to us by her many amiable qualities, and now more than ever in placing one of Erin's noble sons as Her Representative in Canada.

We pray that Your Excellencies may enjoy a long and prosperous life, rich in the love and blessings of the people.

TORONTO, October 21st, 1872.

THE PUPILS OF ST. JOSEPH'S.

Miss Jordan and Miss Small presented bouquets to Lord and Lady Dufferin.

Miss Payne then sang, with beautiful expression, the exquisite Ballad composed by Lady Dufferin, Mother of the present Earl,—*"I'm sitting on the Stile, Mary."*

His Excellency, on the conclusion of the song, rose and expressed his warmest thanks for the very kind reception which they had extended to Lady Dufferin and himself. Nothing could have been more agreeable to their feelings than the pleasant manner in which they had been welcomed, as testified in the charming little song which had greeted them, and still more in giving him the pleasure of listening to his Mother's Song, so admirably sung. He was informed that the Sisters of that community not only were occupied with the education of the young ladies whom he saw before him, but that they went forth every day to the different Educational Establishments in the City, and there performed that excellent work to which they had so nobly devoted themselves. It was a pleasure to him to testify his deep sympathy with them in the discharge of their laborious duties, and his earnest hopes that they might long live to see the fruit of their labours in the growing perfections of those ladies, over whom they exercised so wholesome and beneficial a superintendence. He complimented them upon the appearance of their Pupils, and upon the wise and feeling manner in which the Address was read. He thanked them as the Representative of Her Majesty, for their expressions of loyalty, and could assure those young ladies, that it was a matter of solicitude to the Queen that the education which they received in this Country should be worthy of its high destinies and of the future which lay before them. In conclusion he ventured to ask the Authorities of the Institution to grant a holiday to their charming Pupils.

Miss Payne again, and, in concert with Miss McFarlane, sang *"The last Rose of Summer,"* with touching expression. One of the junior Pupils, a pretty little girl about seven years of age, named Minnie Paddon, surprised and delighted their Excellencies by addressing Lady Dufferin in a firm and distinct voice to the following effect:—

Dear Lady Dufferin, the little children of St. Joseph's wish to present you with an Address, as well as the older Pupils. Sister says that Flowers have a language, and we are sure that you understand it, because you are a very wise lady; so we have brought these pretty Flowers to say everything beautiful for us, who do not know how to say anything but—thank you for your kind visit. She then presented her bouquet to Her Excellency, who shook hands with her. Lord Dufferin also took the little creature by the hand, kissed her, and asked her several questions. His Excellency also conversed with most of the young ladies present, after which all sang *"God save the Queen,"* and the Vice-regal Party departed.



## 10. VISIT TO LORETTO LADIES' SCHOOL AND DE LA SALLE.

Lord and Lady Dufferin also visited Loretto Abbey, where somewhat extensive preparations had been made to give their Excellencies a fitting reception. A number of flags floated above the trees outside the Building, and inside Mottoes and decorations of every kind abounded. Among the legends which found places on the walls of the Rooms and passages, were, "Long live Lord Dufferin," "Welcome Lady Dufferin," "*Per vias rectas*," "Welcome to Loretto." These were surrounded by tasteful designs in Autumn Leaves and Evergreens. The Pupils, of all ages, attired in costumes of white and blue, contrasting and relieved by the sober community dress, presented an appearance which was afterwards aptly likened by His Excellency to a bed of flowers in the sunshine. The Pupils were congregated in the Drawing Room overlooking the Grounds. At the door, an Archbishop's "*Guarda Nobile*" of little Boys, wearing sashes, on which was inscribed the motto, "*Per vias rectas*," awaited the arrival of the Vice-regal Party. Their Excellencies were received by His Grace, who presented to them the Reverend Mother Teresa, Superior of the whole Order in Canada; the Reverend Mother Ignatia, Superior of the Toronto Community; and the chief reverend Clergy of the City. They were conducted to the upper end of the Drawing Room, while the young ladies sang the national anthem, and a Hymn of Welcome, composed for the occasion, was then sung by the Pupils. Miss McDougall, on the conclusion of the Song, read with admirable expression the following Address:—

*May it please Your Excellencies:—*

We, the Community and Pupils of Loretto Abbey, hail with exquisite delight the presence of Your Excellency and the Countess of Dufferin, and bid you ten thousand welcomes from the bottom of our young hearts, and beg to express to Your Excellency a deep sense of gratitude for this most gracious visit. We feel especially delighted to find Her Excellency Lady Dufferin amongst us. Her graceful dignity and affability entwined in her many virtues we look to as a beautiful model for us.

Our Studies are numerous, our rules gently strict, to correct—the good Sisters tell us,—the frivolity and restlessness of youth, and to form habits of careful thought and prudent reserve. We hope to profit by those lessons, and to become in society good Women as we are good children now.

We are encouraged by the amiability and kind condescension of Your Excellency to charge you with a humble message to Her Most Gracious Majesty the Queen, to tell her how much we esteem, admire, and love her, and to thank her for the choice she has always made of Governors, but especially for the last, the best and kindest of all.

Miss McDougall handed the Address to Lord Dufferin, and several of the smallest children in the School presented bouquets to their Excellencies. Miss McDougall then sang "The Irish Emigrant's Farewell," in a clear, sweet soprano voice, and with an expression suited to the pathos of the song, which evidently affected His Excellency, by whose Mother this touching Ballad was composed. His Grace, the Archbishop of Toronto, addressing the Governor-General, said:—Your Excellency, I am sure, must have remarked an air of simple but noble dignity of manners in this Institution. This distinguished trait took its rise in the noblest blood of England. The kind visit of Your Excellency, the Representative of Her Majesty, our beloved Queen, to this Institution, forms a graceful historic parallax, if I may use the expression, as the history of this Order, or Community, will show.

(The Archbishop then went on to show how these exiles were received and provided for in Bavaria and some time afterwards the present Order was established).

The Archbishop continued:—They afterwards devoted themselves to the education of young ladies of English birth to be found on the Continent, and the natives of Bavaria were proud to rank themselves among the Pupils of the Dames Anglaises, as they were then called and officially known, and known yet in Bavaria and other parts



of Germany where they have Houses. . . . They returned to England and lived as a private Community, not being as yet approved of by the Holy See as a regular Religious Order. They established themselves in one of their ancestral Castles near York. This House became distinguished and numerous. The Order was finally established and Rules given to them by His Holiness Pope Clement XI in the year 1703. The first Bishop of Toronto, Doctor Power, in 1846, found Irish nuns willing to come to Canada to impart a first-class education to the young ladies. Here the usual success attended their labours; five houses are already doing the noble and most useful work of education.

Miss Lottie Wall, a Pupil, then sang, "I'd play the Enchanter's part." Miss McDougall and Miss Hayter of Boston, followed with a duet.

His Excellency then rose and addressing the Pupils said:—

Young Ladies,—I can assure you that I find it very difficult, indeed, to discover words which will express, with sufficient earnestness, my deep sense of the kindness with which you have received me to-day. When I look around and consider all the preparations which have been made for my welcome, I scarcely know to which to refer with the greatest admiration. The young ladies themselves, ranged like a bed of Flowers in the sunshine of a spring-tide,—the beautiful music which has been sung with such taste, delicacy, and feeling, more especially the song which was written by my Mother, to which, naturally, I can never listen without deep emotion,—all have combined to make an impression upon me which will never fade away. I have been extremely interested in learning, from the observations which fell from His Grace the Archbishop, the origin of this community, and I am proud to think it was from Irish shores it set forth to this Country upon its beneficent mission. I congratulate you heartily, young ladies, upon the fortunate circumstance which has placed you within these walls, and I am sure, from all I have heard and witnessed of the noble work in which the Sisters are engaged, that the benefits which will be spread abroad through the Dominion cannot be over-estimated. In speaking of a certain Lady, an English Writer, famous in his time, concluded a brilliant passage in her honour by observing that "to know her was itself a liberal education." I would venture to recommend you to lay this observation to heart, and to remember that the character and conduct of the Women of a Country do more, perhaps, than anything else to elevate the tone of feeling amongst its inhabitants, to inspire them with high thoughts and noble endeavours, and with that spirit of chivalry which raises our nature far above its ordinary level. When, however, these sentiments are still further illuminated by a spirit of devotion, and directed by the counsels of Religion, we have just cause to hope that the career of such a Nation will receive the blessing of God, and will prove a benefit to the world at large. I wish more especially to express to the Sisters themselves my deep and hearty sympathy with them in their lives of retirement and self-sacrifice, and I cannot imagine that there can be a greater consolation to their own minds, or that a more perfect tribute could be paid to the utility and high character of their work than the fact that the Pupils placed under their guardianship, and the influence of their saintly lives, should include the flower of the Catholic maidenhood of Toronto. I can only say, in conclusion, that, on my own behalf, as well as on behalf of the Countess of Dufferin, I thank you again and again, and that I wish to each one of you individually, and to the Community collectively, all the happiness that this world can give. I make no doubt that, whatever may be the dangers, the anxieties, the trials, and temptations which, in your future lives, you will have to encounter,—and there is none of us whose life is entirely exempt from them,—in instruction and the example which you have had here will do as much as any earthly thing can do to sustain and comfort you, and prove, to the end of your lives, a delightful reminiscence.

Their Excellencies walked among the Pupils, and conversed with a large number of them. Archbishop Lynch then announced that their Excellencies had consented to

hold a levee. The Pupils of the Institution and Visitors were accordingly presented. In an adjoining Room the Sisters of the community were presented to them; and, after a short walk in the grounds, they left the Abbey.

Their Excellencies then visited the De La Salle Institute of the Brothers of the Christian Schools, where they were again received by the Archbishop, who presented to them Brother Arnold, Director of the Institute.

The steps and hall were ornamented with devices and mottoes, and the windows were illuminated, darkness having set in. Brother Arnold presented the other Brothers to their Excellencies.

The Band of the Institute played the National Anthem, as the Vice-regal Party entered the Hall. Three Boys advanced to the foot of the platform, and one of them read the following Address:—

*May it please Your Excellency:—*

We, the Community and Pupils of the De La Salle Institute, beg leave to welcome Your Excellency and the Countess of Dufferin, and to tender to Your Excellencies our deep gratitude for the honour you have vouchsafed to confer on us by this most gracious visit.

Your Excellency and the noble Countess having been born in that "Green Isle of the Ocean," from which our Parents came, and by right of which we rejoice to be called the Sons of Irishmen, will appreciate the truth of our declaration that we are attached to Ireland, its green hills and its valleys.

We desire to say, as young Canadians, that we love Canada, and will ever deem it our duty to honour Her Most Gracious Majesty, whose just sway now extends from the Atlantic to the Pacific.

For Your Excellency and Lady Dufferin we have the most profound respect, and beg of you to accept the best wishes of the Pupils of this Institute.

His Excellency desired to return them, on his own behalf, and on behalf of Her Excellency, their best thanks for the kind welcome they had accorded them. It gave him much pleasure to find himself among them, and to observe how flourishing and satisfactory was the condition of that School. He accepted with very great pleasure those references which they had made to their common Country, whose memory he was happy to think they still cherished; as well as those expressions of loyalty to the Crown which they had addressed to him as the Representative of Her Majesty. He was perfectly convinced that, among no section of the inhabitants of the Dominion, had Her Majesty more faithful, more useful, more loyal, or more gifted subjects than among those who had the honour of claiming an Irish descent. Already the annals of Canada and the roll of her Statesmen had been illuminated by those who claimed Ireland as the land of their birth, and, thanks to the education which was communicated in that and similar Establishments, he was certain that the contribution which the descendants of Irishmen would in future make to the glories of Canada, would in future bear comparison with that of any of the other races who combined to make up its noble population. He then asked the Authorities to be good enough to grant the Boys a holiday.

A little Boy then sang 'Ring the Bell' very nicely, followed by a Schoolfellow who gave most effectively, "The Harp that once through Tara's Halls." Miss Walker played the accompaniment.

NOTE. Lord and Lady Dufferin also paid a private visit to the Private Schools taught by Mrs. Stubbs and by Miss Dupont. In this latter School he received an Address, to which he made an appropriate reply.

#### AN ADDRESS FROM THE SUNDAY SCHOOL ASSOCIATION OF CANADA.

A Deputation from the Sunday School Association of Canada also presented Lord Dufferin with an Address, in which it was stated that the Association was organized

in the year 1865, under a deep conviction of the importance of mutual counsel in the great work of the Religious training of the young.

Since its organization Annual Conventions of the Provinces of Ontario and Quebec, (the Canada at the time of its organization), have been held, attended by Representatives of Sabbath Schools varying in number from three to eight hundred. Besides these General Conventions the greater part of the Counties of Ontario, and some in Quebec, have held similar Meetings, and have, by the influence and aid of the Provincial Association, established Sabbath School Associations. The County Associations have instituted local Associations in the Townships. City and Town Associations have been set up and local Institutes have been held.

At the Annual Meetings of this Association, and at the County and local Conventions, there have been Addresses on the Sabbath School institution and work; the proper management of Sabbath Schools; help for Teachers; the best methods of teaching the several grades of Scholars; together with specimens of Class Teaching, and illustrations of Object Lessons, and free discussion on all the exercises invited.

With grateful acknowledgment to the God of all grace, we are enabled to say that the efforts of this Association have been crowned with success. Sabbath Schools have multiplied beyond any previous ratio; there is also a very marked improvement in the character of these "Nurseries of the Church" system; preparation of lessons and intelligent teaching have followed,—and increasingly the best efforts of the Churches are being put forth in this branch of Christian work.

We are encouraged by the prospect that by these Bible Schools the youth of our Land will be so trained in that knowledge which leads to life eternal, that Canada will, through God's grace, be eminent for that "righteousness that exalteth a nation,"—not only loyal to our rightful Sovereign, Queen Victoria, (may God long spare her), and good citizens, but also the faithful subjects of the King of Kings, and devoted Members of the Christian Church.

We desire that Your Excellency may be long spared as Her Majesty's Representative, that Lady Dufferin, yourself and children may be blessed with health and happiness,—and that, together, finally, you may be partakers of the glories of that Kingdom that shall not pass away.

WILLIAM MILLARD, General Secretary. WM. BOND, LL.D., Dean of Montreal, President.

His Excellency, in reply, said:—I have to thank you very heartily for the kind Address with which you have presented me. I am well aware that, in a Country like this, where the State does not recognize a sectarian method of Religious teaching, all the more obligation rests upon the various Religious Denominations to pay strict attention to the training of the young of their individual flocks. I have seen with very great pleasure the kindly feeling which prevails between the Religious Bodies into which the community is divided. I am impressed with the absolute duty which rests upon each,—especially upon those who, in accordance with my own convictions, belong to an Evangelical Church,—to be very vigilant in vindicating the sacred principles which they have adopted, and in guarding the children committed to their care from being led astray into religious error. For this purpose, there is evidently no more efficient and practical instrumentality than that of Sabbath Schools, and I rejoice to hear that, thanks to your exertions and under your guiding superintendence, the Sabbath Schools of Canada are in so very flourishing a condition. I hope to-morrow, in company with Her Excellency Lady Dufferin, to have the pleasure of visiting one of those Schools before morning Service, and I shall then have a better opportunity than has yet been afforded me of observing the mode in which your instructions are imparted. I thank you very heartily for all those kind expressions personal to myself, which are contained in your Address, and it is indeed a great pleasure to find that everywhere in Canada, from one sea to the other, even in the midst of the remote Districts which are only inhabited by the Indians, the efforts of so Christian a Body as yourselves are conducted with such zeal and success.



As intimated by Lord Dufferin in this Reply, he and Lady Dufferin visited St. James' Cathedral Sunday School, and were received by the Very Reverend Dean Grasett and Mr. J. Gillespie, Superintendent of the School, who addressed to him words of welcome. He made a very suitable and appropriate reply, and expressed himself as greatly pleased at the very large number of Scholars present and the character and extent of the instruction given. The Infant Class also greatly interested him and Lady Dufferin.

NOTE. A very full account of this visit of Lord and Lady Dufferin having been compiled from the City Press and inserted in the Upper Canada *Journal of Education*, and copies of it were sent to Lord Dufferin. His Secretary acknowledged it in a Note and said:—

His Excellency is greatly obliged to you for so kindly sending to him copies of the *Journal of Education*, which refer to his visits to the several Educational Institutions in Toronto. Pray also express to Doctor Hodgins His Excellency's thanks for the trouble he has taken in compiling the several Answers to the Addresses. I should be pleased if you could send some additional copies, as His Excellency is desirous of transmitting them to his friends.

## CHAPTER VII.

### THE SCHOOL SYSTEM OF ONTARIO AS VIEWED BY THE CHURCH OF ENGLAND BISHOPS, DIOCESE OF TORONTO, 1872.

Bishop Bethune, in his Charge to the Synod of 1872,

Speaking of the increasing spread of evil, and of the duty of the Church, under her Divine Master, to cope with it, remarked:

. . . It is but right to enquire to what all this enormity of wickedness is traceable, that we may come if possible to the remedy. That is largely to be ascribed, as all must be persuaded, to the neglect of religious instruction in early life; to the contentment of Peoples and Governments to afford a shallow secular education, without the learning of Religious truth, or the moral obligations that it teaches. The child taught and trained for this world's vocations only, without a deep inculcation of the love and fear of God, and the penalty hereafter of an irreligious and wicked life, will have but one leading idea—self-aggrandizement and self-indulgence, and will be checked by no restraint of conscience in the way and means of securing them. . . .

I have no disposition to reprobate this defect in the System of Education, prevailing with the authority and support of Government among ourselves. I know the difficulty the almost impossibility, of securing the temporal boon with the addition of the spiritual; how hard it must prove in a divided religious community to introduce among the secular lessons which are meant for usefulness and advancement in this world, that lofty and holy teaching which trains the soul for heaven.

The irreverent and fierce assaults recently made upon a praiseworthy effort of the Chief Superintendent of Education in this Province to introduce a special work for moral and Religious instruction amongst our Common School Pupils, testify too plainly the difficulty of supplying that want.

I have confidence in the good intentions and righteous efforts of that venerable Gentleman to do what he can for the amelioration of the evils which the absence of systematic Religious teaching of the young must induce; so that we may have a hope that, from his tried zeal and unquestionable ability, a way may be devised by which such essential instruction shall be imparted, and the terrible evils we deplore to some extent corrected.

In response to this portion of his Address, the Reverend Doctor Ryerson addressed the following Note to the Bishop:—

I feel it my bounden, and at the same time most pleasurable duty, to thank you with all my heart for your more than kind reference to myself in your official Charge at the opening of the recent Synod of the Diocese of Toronto; and especially do I feel grateful and gratified for your formal and hearty recognition of the Christian character of our Public School System, and of the efforts which have been made to render that character a practical reality, and not a mere dead and heartless form.

It has also been peculiarly gratifying to me to learn that your lordship's allusions to myself and the school system were very generally and cordially cheered by the members of the Synod.

My own humble efforts to invest our School System with a Christian character and spirit have been seconded from the beginning by the cordial and unanimous co-operation of the Council of Public Instruction; and without that co-operation my own individual efforts would have availed but little.

Since the settlement of the common relationship of all religious persuasions to the State, there is a common patriotic ground for the exertions of all, without the slightest reasonable pretext for political jealousy or hostility on the part of any. On such ground of comprehensiveness, and of avowed Christian principles, I have endeavoured to construct our Public School System; such, and such only has been my aim in the teachings of my little book on Christian Morals; and such only was the aim and spirit of the Council of Public Instruction in the recommendation of it,—a recommendation to which the Council inflexibly adheres, and which it has cordially and decidedly vindicated.

TORONTO, July 13, 1872.

EGERTON RYERSON.

To this Note Bishop Bethune replies as follows:

I have to thank you for your Letter of the 1st instant, received last evening, and to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound education of the youth of this Province.

I believe that, in the endeavours to give this a moral and Religious direction, you have done all that, in the circumstances of the Country, it was in your power to accomplish. I was glad, too, to give utterance to my protest against the shameless endeavours to hold up to public scorn the valuable little work on Christian Morals, by which you desired to give a moral and religious tone to the instruction communicated in our Common Schools. If more can be done in this direction, I feel assured you would assume any reasonable amount of responsibility in the endeavour to effect it.

Wishing you many years of health and usefulness. . . .

TORONTO, July 3rd, 1872.

A. N. TORONTO.

It may be interesting to note that Bishop Bethune's Predecessor, Bishop Strachan, entertained similar views in regard to Doctor Ryerson's efforts to promote a Religious character to the teaching in the Common Schools of the Provinces. In his Charge to the Church of England Synod in 1856, he said:—

One new feature, which I consider of great value, and for which I believe we are altogether indebted to the able Chief Superintendent, deserves special notice: it is the introduction of daily Prayers. We find that 454 [3,246 in 1870] Schools open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the School System in its interior, as it is already in its exterior, nearly complete. But until it receives this necessary extension, the whole System, in a Religious and spiritual view, may be considered almost entirely dead.

I do not say that this is the opinion of the Reverend Doctor Ryerson, who no doubt believes his System very nearly perfect; and so far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to Religion, as far as seems consistent with a just interpretation of the School Law. *Charge of 1856, pages 15, 16.*

## CHAPTER VIII.

### HISTORICAL REFERENCES TO THE BARRIE SCHOOLS, ON LAYING THE CORNER STONE OF A NEW ONE.

NOTE. I insert the accompanying record of the laying of the Corner Stone of a New School in Barrie, not only for the interesting information which it contains, but also as an illustrative example of what was taking place all over the Province in 1872, but in a much simpler and less conventional form, under the operation of the comprehensive School Act of 1871.

The Chief Superintendent of Education, having been invited in May, 1872, to lay the Corner Stone of a New School House in Barrie, delivered an address on the occasion, as did Judge Boys and others. In opening the proceedings Judge Boys gave an historical account of their educational progress during the preceding twenty years. He said:

Twenty years ago, there was no Public, or Common, School, yet we were not, however, without school accommodation, as we were then included in what was known as School Section Number 1 of the adjoining Township of Vespra. We had no Building specially set apart as a School House, but a rented Room then sufficed to carry on the daily teaching embraced within the Section. As part of a Township School Section, we had but three Trustees, and as they were our first Trustees, I shall take the liberty of naming them—they were Mr. John Laird, Mr. Andrew Graham, and Mr. David Morrow—all of whom, I am happy to say, still survive, and bear testimony to their unabated interest in educational matters by their presence here to-day. Twenty years ago one Teacher took charge of all our Scholars—both male and female—and if there is any doubt as to his labour having been great, there can be none as to his Salary having been small, for he subsisted on a sum of £60 per annum. Shortly after the time I refer to, Barrie was cast loose from the Township of Vespra, and in January, 1854, became possessed of a School of its own, and built a School House of Frame 24x36, just about large enough to fill up one Room in the Building we are now erecting. This Building, after being enlarged and removed from its original Site, still exists near by. It was, no doubt, at the time it was built amply large, yet I find from the record of the School that such was the growth of the Town by September, 1854, non-residents were refused admittance to the Barrie School on the ground of its over-crowded state, the average attendance of males being 70—the females were then taught in another Building by a female Teacher. This state of things continued for nearly a year, when a Separate School was established for Barrie, which brought some relief to the over-crowded Building. But, it was evident that more School accommodation would have to be supplied, and I see by the Minute Book of the School, that a new School House was talked of so far back as January, 1855. The new School house, however, never came, and, in 1857, the financial crisis which swept over Canada, and left such a depressing shadow behind it for so many years, put a stop to any large outlay that could be avoided. Debentures were then unsaleable, and public bodies were unable to obtain money, except on ruinous terms. The difficulty at last was



settled by an enlargement of the old Building, which then assumed the appearance which it now presents. With the enlarged School House, supplemented by some rented Rooms, the Schools of Barrie have ever since continued to the present time. I have struggled—and others have struggled,—for the past ten years to increase the School accommodation, but the matter was put off so long that no ordinary expenditure of money would suffice, and it took time to convince our people of the imperative necessity there was for a large outlay in providing a new School House. But the Ratepayers became convinced at last, and gave their hearty approval to an expenditure which will enable us during the next year to erect a School Building suitable to the place, and one worthy of the trouble you, Sir, have taken to be present at its official commencement. During the time I refer to, a Grammar School Building of Brick was erected and enlarged, and a Separate School Building was put up. But the history of the past must disclose to us something more than an earnest desire for educational facilities if we want to be satisfied that we are doing our duty. I look upon this Building as merely one of a series of Public Schools which must ere long be built within our borders. And the task I have set myself to perform before I will willingly resign my present trust, is to see built a large Central School and two Infant Schools—one at either end of Barrie. When I see that task accomplished I shall be willing to yield my position in connection with the Public Schools of this place into newer, abler, and perhaps younger hands. The feeling I entertain with regard to this matter I think is shared in by all my Co-trustees, and while we believe this Building will be worthy of the honour you have done us in coming here to-day, we also believe at some future day, we shall have a system of Public School accommodation worthy of the life-long and successful efforts you have made to give to Ontario an almost perfect System of Education. It is seldom that public men are asked to assist in building a monument to themselves, but I have asked you to do so on this occasion, for I look upon buildings of this nature as memorials of your well directed public work during the last thirty years, and when you have gone to your long home, your name, associated with the noble work you have accomplished, will be handed down from generation to generation, and each School Section throughout the Country will contain a monument to your memory, as enduring as the foundations of this continent. In reply the Reverend Doctor Ryerson said:—

I am glad to have the opportunity of meeting so large an assembly as this now here, upon such an important occasion. The natural situation of your Town is most admirable, but it is to your own energy and enterprise that you have made it what it is, the first town in Simcoe. I am glad to see that the energy which you have displayed in business matters have been carried into School matters. The building of such a School, of which we have this day laid the Foundation Stone, is an epoch in your educational history. But think not the money spent upon the erection of Schools results only in the increase of intelligence among you. Wherever Schools and Churches are built, there property has been always found to increase in value. People in our Country like to live near Churches and Schools, and by affording greater facilities for secular education as well as Religious education, you are discharging the debt due from the risen generation to the rising generation. Children have to be taught—have to learn every thing. These young people, whose glad faces I am happy to see, in a few years will be Fathers and Mothers,—will be your Magistrates, your Councillors, your Members of Parliament. In view of this, how important becomes the subject of education. Learning, as far as possible, should be made a pleasure. A good and commodious School House, like the one you are erecting now, will cause you to look forward with confidence to a more rapid advance in your children's progress. The benefit of the Public School System, with all its defects, has at last been recognized. Every Municipality throughout the Country, be it ever so small, rejoices in the advantages it has conferred, and, looking upon this, I feel that I have not been forgotten,—that my efforts have been appreciated. The advantages we possess in this respect over earlier nations can hardly be overrated. Our free institutions are administered by our intelligent

and educated people, who are independent in character and jealous of their rights. No government is more independent than our own. No word of authority even from our Queen, much as we love her, can effect us here. Think you that the free education distributed throughout our land has had nothing to do with this? I am proud to say that Books under the School System can be obtained lower than the cost price in any other Country. In the superiority of Teachers, in the numbers of school-going children, and in funds, we are greatly in advance of what we were some years ago. All we have to do is to be faithful in this great work, and when we have done our part and are gone, our memories will not be forgotten, we will live in the hearts of those who come after us.

Mr. Robert Simpson, Mayor of the Corporation and an old resident said:—I have observed with pleasure the great progress which education has made amongst us, and look forward with the rest of my fellow-citizens to further advances still. I cannot allow this opportunity to pass without stating that the prosperous state of our School affairs, both in the Public School and in the Grammar School, has been owing in a very great measure to the energy and warm interest taken in them by the Chairman, Mr. Wm Boys.

The Reverend Dean O'Connor said:—The occasion which has brought us together is one in which all who take an interest in education should rejoice and take part. The subject of education is of the most vital importance, since few questions affect so directly the welfare and interests of the people, more especially in this Country, where the well-being and permanence of our institutions depend so much on the proper training of youth. . . . If we wish to preserve the privilege which we possess, of making our own laws and shaping the destiny of this Country, we must see to the youth of the Country and have them properly educated, so that they may, in their own times, fitly occupy the positions they will be required to fill. So important is the proper training of youth that we may say with Washington, it is the "pillar of society," since it and it alone forms a nation, maintains its splendour, and prevents decay. Any Country that pays particular attention to its educational institutions may be regarded as on the high road to prosperity and enlightenment. But intellectual culture alone is not sufficient to perpetuate the civilization of a nation. The moral as well as the mental faculties require cultivation, in order to have the education of the human mind complete. It is not one portion of man, but the whole—the physical, the intellectual and moral being, that must be cultivated. Neglect any one part of man's nature, and you at once disturb the equilibrium of the whole and produce disorder: educate the intellectual at the expense of the moral and religious feelings, and you but fearfully increase a man's powers to effect evil. "Talent, if divorced from rectitude," says Channing, "will prove more of a demon than a god." The human mind must consequently be thoroughly educated, if you wish to have good citizens and practical Christians. To obtain this complete moral training, the religious element should be the parent stem of all education. Thanks to the liberality of the Government of this Country, our Separate Schools are not only permitted, but are also supported by the funds of the Government. All should unite in endeavouring to provide means for giving the youth of every Denomination a thorough and practical education that will fit them for the proper discharge of the duties they will afterwards be called upon to fulfill both as citizens and Christians. As we all know, youth is called the seed time of life, and experience as well as reason proves that the same also holds good in mental as well as in material husbandry:—"what you sow ye shall also reap." Consequently the proper time to inculcate these salutary principles of morality is in youth, when the mind is simple and docile, and the heart may be easily cast into any mould. The first impressions are the last forgotten. Every friend of education should encourage whatever tends to elevate the human mind, and thus promote the welfare of the country. The people of Barrie especially should feel proud that they are erecting a building that will be an ornament to the Town as well as a seat of learning for the youth of the place.

The Reverend W. McKee; B.A., Inspector of Public Schools, South Simcoe.—I assure you it gives me much pleasure to be present on this occasion, and to witness the proceedings of this afternoon, and more especially to have seen the first stone of the new Public School House in this town laid to-day, under so favourable auspices, by the eminent Father himself of the excellent Common School System of this Province,—a System which, in the opinion of the best judges, is not surpassed, at least as regards its machinery and its essential and most important features, by any other Country either in the old world, or the new. It is a System which, as some of the previous speakers have eloquently observed, stands as a monument of the labours of its illustrious Founder,—a monument more lasting than brass, and which shall endure when marble shall have crumbled to dust. I am happy to learn, by what has fallen from the Mayor and some other speakers, that the ability and services of our worthy Chairman are so highly appreciated by his fellow-members of the Board of Public School Trustees. I can assure you that in the Board of County Examiners they are equally valued; and, I am glad to have this opportunity of stating publicly before the Warden and other Members of the County Council, what I have more than once mentioned to the Reverend Dean O'Connor and others, namely, that such is the great capacity for business possessed by Mr. Boys, and so essentially necessary is his experience and service found to be in conducting the proceedings of the Board, that I do not know how we could possibly get on without him; and I am persuaded the other Members will unite with me in testifying that as our Secretary he is emphatically the right man in the right place. I congratulate the Public School Trustees and the good people of Barrie on the enterprize of which we have seen the commencement to-day; and I would venture to express the hope that when this new School House is successfully finished and completely furnished and equipped, it will be an honour to the Board of Trustees and to the people of this place, and will form a model of what a Public School House should be. I have long entertained the conviction that the men who, in a new Country like this, plant Schools, and thus become instrumental in causing the advantages and blessings of education to be conveyed to every Township, to every School Section, to every family and to every child and youth in the land, are the real patriots of their Country,—are the benefactors of their kindred and race. These are the men whom coming generations will rise up and call blessed. It is the men of this stamp who make any Country great and free and prosperous and happy. Many of the leading and influential men belonging to the different Townships in the County are frequent visitors in your Town,—and, if these Visitors see in your Town a first-rate School House, thoroughly furnished and equipped in every respect, the reflex influence must be salutary and beneficial, and, imitating your example, they will naturally be led to seek the establishment of good or superior School Houses in their respective localities. And I can testify that there is great need of something being done for the purpose of securing the erection of a better class of School Houses in most parts of the County. I am in a position to state that many of the School Houses throughout South Simcoe are of a very inferior description,—being rude Log Buildings, old and dilapidated, with seats and desks of a corresponding character, often situated on the edge of the road, and without Wells, Offices, Play-grounds, or Fencing of any kind. So that it is quite certain that the requirements of the new School Law have not come into force at all too soon, so far as the interests and advancement of education in this part of Ontario are concerned. Indeed, truth obliges me to state, that in the Riding which forms my field of labour,—and I believe the remark will hold true with still greater force in regard to North Simcoe—the School Houses which are sufficiently large, well ventilated, fully furnished, and provided with an adequate supply of requisites are very few—perhaps less than half-a-dozen all told. It is true, however, that since the New School Law and Regulations came into operation there are indications of a change for the better in regard to the matters to which I have alluded. I could mention that not less than twelve, or fourteen, School Sections, in which steps have already been, or are being, taken for the erection of new School Houses which



are designed to replace the old buildings, and which, in regard to adequate School accommodation, are also intended to meet the requirements of the New School Law, and to be in every way suitable for School purposes. And it is to be distinctly noticed that in all the cases to which I have referred, the initiative has been taken by the people, or by the Trustees themselves. I look upon this as an omen for good, and as an important and gratifying evidence of the favourable and successful working of the New School Law and Regulations. For being intimately acquainted with the southern part of the County for the last fifteen years, I have no hesitation in maintaining that the effects spoken of, or the action taken by School Trustees, or the people, can be fairly traced to no other cause than to the working and influence of the New School Law and Regulations. I can testify that latterly—I mean particularly since the passing of the New School Act—I have marked among the people of these Townships a deepening sense of the importance of a sound education, and likewise an increasing desire to encourage and promote it. I have noticed, also, I think, both among Trustees and parents, a growing conviction that not only the efficiency of the Teacher, but, also the discipline and spirit of a School, the progress of children in their studies, their proper training, and their successful education, are far more intimately connected than it was one time imagined, with the style and character of the School room in which the work of instruction is carried on, and with the kind of School Accommodations provided for and enjoyed by Pupils. If things continue to progress as they have done since the New School Law was placed upon the Statute-Book, I feel persuaded that in less than four years, few, if any, of the old Log School Houses will be left standing in this County; but, on the contrary, that they will all be replaced by buildings of a very different stamp, and much better adapted for the health and comfort, as well as for the educational requirements of School children. And all this I trust to see accomplished without a great deal of pressure, or stimulus, having to be used by the Inspector, and most certainly without anything like a dictatorial interference on my part.—In a very few cases only—(I would fain hope there may be none)—do I expect that it will be necessary for me to do more than tell the Trustees what the Law is; and what are the duties which it requires them to discharge; and to remind them of the great importance as regards the educational interests and the advancement of the young of having good School Houses; and of providing adequate School Accommodation for all the children of School age within the Section.

Reverend Doctor Ryerson.—I wish to say that I have impartially watched over the advancement of the Separate Schools, as well as of the others. I look upon it that education, without a recognition of the great principles of the Bible, would be a disaster. Whilst looking fully after the interests of the Public Schools, it was my aim that all Sects, all Religious Bodies, should have free and unimpeded opportunities for educational progress, and I believe that the reverend gentleman who has just sat down would fully bear me out in the assertion that Roman Catholic Separate Schools had received to the full as much care and attention as any others in the Province.

Mr. W. D. Ardagh, M.P.—The many olive branches I see around me, which are far too numerous to count, make me feel that I shall soon pass for an old man in the Town of my adoption. The numbers of these young people show that we have increased in material wealth, and with wealth comes the desire to do our duty towards them, to educate and fit them for the responsibilities of matured life. Doctor Ryerson has, in the Public School System, raised a monument to himself more durable than one carved in brass. If Heaven should spare me, I hope yet to live to see this rising School House supplemented. Schools give protection to life and property. For many years past it has been a pleasure to me to be able to place my grounds at the services of those who annually get up the usual festivities for the School children. I am here charged with an apology from Judge Gowan for his unavoidable absence. I am commissioned to express his great regret at not being here on this occasion, and especially in not being able to meet the Chief Superintendent, to whom he has been indebted for many courtesies in the past, and much information.

The Reverend Mr. Willoughby, M.A.—My friends, I am glad to say that I am a native of this Country, but in my young days this Country did not afford sufficient facilities for education, so I had to seek what I wanted elsewhere. . . . I was highly pleased with the Chairman's speech, and especially with the religious and moral tone which pervaded it. I am delighted to meet here the Chief Superintendent. He says he is growing old. But Doctor Ryerson, the "Chief Superintendent," will never grow old.

Mr. George Davis, the Warden.—I am happy to see that the School System is gradually but surely improving. Doctor Ryerson, in his scheme of public education, has shown himself no partizan, but has chosen whatever was good from all systems and from all Countries.

Mr. James Morgan, M.A.—I have three reasons for not making you a speech. First, because brevity is the soul of wit; that I am not accustomed to public speaking; and that there are a great many little feet very weary of standing so long and I beg leave to allow the children to speak for me. The children sang "God bless the Prince of Wales," and the Band followed.

The Reverend Mr. Fraser.—There is no Country where education is so important as it is in Canada. According to our free institutions, all power is placed in the hands of the people, and if they be not educated so as to understand how to use this power properly, the result, as we see it in other Countries, would be most disastrous.

Sir Wm. Hamilton had written on the wall of his Study,—"There's nothing great on earth but man, there's nothing great in man but mind." Newton realized the value of knowledge; he saw the necessity of having the people educated, and, as a consequence, laboured for this end. "I know not what I appear unto others," he said, "but to myself I seem only like a boy playing on the sea-shore, finding sometimes a brighter pebble or a smoother shell than ordinary, while the great ocean of truth lies all undiscovered before me." Now this House, of which the Corner Stone has this day been laid, is for the educating of the people, for the enlightenment of the masses. I rejoice to see such a Building in course of erection in Barrie; long has it been needed, and long has it been talked about; now it is in progress, may it succeed! The man who conceived the idea of building this School House deserves credit, and the name of Doctor Ryerson, the Chief Superintendent of Education, the layer of the Corner Stone, shall long be remembered in connection with this structure; and longer far in connection with the planning, the laying down and building up of our present admirable Canadian School System. I am proud to say that I was once a Normal School Boy. Having this day, then, so auspiciously laid the Corner Stone of our Public School House, let us go on; let our motto be "Excelsior."

His Honor Judge Gowan, one of the most valued friends and promoters of education in the County of Simcoe (the oldest Member of the Educational Board in that County), being absent on his judicial duties, sent the following Letter to Mr. Boys, explaining his absence:—

I have to acknowledge the receipt of your Letter of the 14th inst., informing me that the Board of Public School Trustees of Barrie have invited the Reverend Doctor Ryerson to lay the Corner Stone of the new School House, on the 1st May next, and that you have been directed to invite me to be present on the occasion.

In reply, I beg to say that I deeply regret that the day named is the day appointed for one of my Courts forty miles from Barrie, and that, consequently, it will not be in my power to be present. Ever since I came to this Country, nearly thirty years ago, I have been connected with the School System, having held the office of Trustee of the Grammar School, and the position of Chairman of the Board of Public Instruction from its first institution till superseded by recent enactment, and, with the exception of my friend, Mr. Dallas, I am the only Member of the original Board now living.

I have seen the gradual improvement in the School System, and the improvement in the Schools in this Country from very small beginnings to the present advanced and most prosperous condition, so you will understand my disappointment in not being



able to be present on the interesting occasion of laying the Corner Stone of the Public School House of Barrie, by the Chief Superintendent of Education.

My position as Secretary and Treasurer of the Grammar School, and Chairman of the Board of Public Instruction, in this the largest County in Ontario, brought me in constant communication with the Education Office in Toronto; and I can say that the able, zealous, and wise administration of the School Law by Doctor Ryerson and his Assistant, Doctor Hodgins, has, here at least, had a happy effect,—fostering the increase of Schools,—securing their better management,—giving them efficient Teachers, and providing the means, within easy access to all, of securing a good common education to the youth of this Country, and a very superior education in the Grammar Schools.

It would have afforded me much pleasure had I been able to say as much to Doctor Ryerson, when he comes amongst us on the 1st of May; and, although I have not always agreed with the Chief Superintendent in some matters of detail, I feel that the Country is very largely indebted to him for earnest, persevering, and well-directed efforts in the cause of education.

May I ask you to lay this letter before the Trustees, and to offer them my congratulations upon the prospect of having at an early day one of the best and most commodious School Houses in the Province.

BARRIE, 24th April, 1872. JAS. R. GOWAN, Chairman, High School Board Trustees.

The Reverend Mr. Milner and the Reverend Mr. Morgan spoke a few words. The admirable manner in which the children sang should be mentioned. For such little ones, the time kept was excellent, and Mr. James Morgan deserves the highest praise for the exertions he made in teaching them the pretty pieces selected.

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## CHAPTER IX.

### CIRCULAR TO THE BOARDS OF TRUSTEES OF HIGH SCHOOLS, IN THE PROVINCE OF ONTARIO.

In my Circular of the 13th of August of last year, which I addressed to Boards of High School, I called attention to the provisions of the new Law in regard to the admission of Pupils to the High Schools.

2. As it has been found on experience that great diversity exists, not only in the mode of examinations, but in the standard to be reached by the Candidates for admission, the Council of Public Instruction has thought it desirable, in order to remedy these defects, to request the High School Inspectors to prepare a series of printed questions to be answered by the Candidates for admission to teach High School.

3. The accompanying General Regulations for conducting the examination of Candidates for admission to the High Schools, fully explain the manner in which these examinations shall be conducted. I therefore refer you to them.

I would conclude this Circular by reminding you again of the province of High Schools as a part of our system of Public Instruction; and I cannot better do so than in the words employed by the Council of Public Instruction, in the explanatory memorandum, prefatory to the Programme of the Course of Studies for the High Schools, and to which I would refer you.

TORONTO, 3rd August, 1872.

EGERTON RYERSON.



## REGULATIONS FOR THE ADMISSION OF PUPILS TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

In accordance with a general wish, as expressed last year and concurred in by the Council of Public Instruction, an examination of Pupils for admission to the High Schools and Collegiate Institutes will be held (D.V.) in each High School, or Collegiate Institute District, commencing on Thursday, the 10th of October, at 9 a.m., and may be continued during the following day. Candidates must notify the City, County, or Town, Inspector, (as the case may be,) not later than the 15th September, of their intention to present themselves for examination; and the Inspector will inform the Department not later than the 20th of September, of the number of Candidates for admission, as the Examination Papers cannot be printed off until this information shall have been received from every one of the Inspectors. An omission of one Inspector in this matter, beyond the time specified, may delay the printing and despatch to the Inspectors, of the Examination Papers.

County Inspectors are Members only of Boards of Examiners for admission to the High Schools in Villages and Townships. City and Town Inspectors are Members of the Boards of Examiners for admission to the High Schools in such Cities and Towns.

For this year, these Examinations will be retrospective in their effect, as regards Pupils who entered for the Summer Term, whose attendance for that term will be reckoned provided they succeed at the examination, and their Papers are approved by the High School Inspector. The Examination Papers will be sent to the Public School Inspector, who will be responsible for the conduct of each examination, (according to the Regulations). Where a County Inspector is also Town Inspector, he will, (with the concurrence of his Colleagues), arrange for the examination to be held at each School, at the time fixed. The Inspector will, immediately after the Meeting of the Board of Examiners, at the close of the Examinations, and not later than the 20th of October, transmit to the Department the Report of the Board of Examiners, and also the whole of the Answers of the Candidates,—the latter for the examination and approval of the High School Inspectors. The surplus Examination Papers are also to be returned for binding up.

TORONTO, 24th August, 1872.

EGERTON RYERSON.

## HISTORY OF THE "PAYMENT BY RESULTS" IN THE HIGH SCHOOLS.

As considerable misapprehension appears to exist in regard to the introduction of the new principle of "Payment by Results" into our School Law, the following explanation is necessary:

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has within the last year, or two, been recommended by the Royal Irish Commission of Inquiry for introduction into the Schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The subject was discussed at the time, and enquiries made into the working of the system. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step was, however, taken at that time; and the principle of payment according to the "average attendance of pupils" was then first applied to Grammar Schools. This change was thus explained in the Memorandum which was published with the new Act in 1865 and is repeated here.

"The 7th Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund,—a relic of the old law of 1806-8,—which gave to the Senior County Grammar School more than to the junior Schools unless the average daily attendance should fall below 10 pupils—although every one of these Schools may have been vastly superior to the senior School of the County. This Section of the new Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each School according to its work. The application of this principle to the Common Schools in the rural Sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might have been kept open, whether the work was done, or not. It has also induced the Trustees to keep the School open one, or two, months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School law amply provides for giving the best kind of a superior English education in Central Schools, in the Cities, Towns, and Villages, with primary Ward Schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical Pupils was fixed at 20, and afterwards at 10. In our Regulations we take the latter number."

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of; but on the visit in that same year (1865) of Reverend James Fraser, (now Bishop of Manchester,)—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada, the matter was discussed with him. The Chief Superintendent also that year referred the question to the then Inspector of Grammar Schools, (the Reverend G. P. Young,) who thus reported upon it (in his Annual Report) to the Chief Superintendent, for 1866:—

"I have come to the conclusion, after having devoted much thought to the subject, that, until educational results are combined with attendance as the basis of apportionment, it will be impossible, to devise any scheme of distribution, that shall not be open to grave objections. More than a year ago, you asked me to consider whether results might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the Grants to be made to the several Schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools. But I feel no doubt that, if the Provincial Legislature were willing to make an additional Annual Grant of One thousand, or eleven hundred, pounds for Grammar School Inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized, that would make the blood flow in a new style through every limb of the Grammar School Body, from Windsor to L'Orignal, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right Apportionment of the Grammar School Fund possible."\*

## CHAPTER X.

### NEW CURRICULUM FOR LAW EXAMINATIONS, 1872.

The Benchers have made a good many changes in the subjects and Books for examination of the various grades of Students. The following is a complete list as arranged for the future. The Regulation as to Graduates of Universities comes in force next Term; the other changes in next Hilary Term. All former requisites "for call," or admission as Attorneys, not mentioned in the subjoined information, will remain in force.

\* For an exposition of this new principle of "Payment by Results" embodied in the 37th Section of the New High School Act, see page 99 of this Volume.

## ADMISSION OF STUDENTS-AT-LAW.

I. Graduates of any University in Her Majesty's Dominions empowered to grant Degrees will be allowed to enter without examination upon giving a Term's notice, paying the usual Fees, and presenting their Diplomas to the Convocation.

Others than Graduates will be examined in the following Books:—Horace, Odes, Book iii.; Virgil, *Æneid*, Book vi.; Cæsar's Commentaries, Books v. and vi.; Cicero, *Pro Milone*; Arithmetic, Algebra to end of Quadratic Equations; Euclid, Books i., ii. and iii.; Outlines of Modern Geography, W. Douglas Hamilton's History of England; English Grammar and Composition. The examination will be partly written and partly oral.

## PRIMARY, FOR ARTICLED CLERKS.

Articled Clerks will be required to pass an examination in the following Books before their service will count under their Articles: Cæsar's Commentaries, Books v. and vi.; Arithmetic, Euclid, Books i.; ii. and iii.; Outlines of Modern Geography; W. Douglas Hamilton's History of England; English Grammar and Composition; Elements of Bookkeeping.

## INTERMEDIATE EXAMINATIONS.

1st Intermediate.—Williams on Real Property, Smith's Manual of Equity Jurisprudence, Smith's Manual of Common Law. The Act respecting the Court of Chancery.

2nd Intermediate.—Leith's Blackstone; in Greenwood's Conveyancing, the Chapters on "Agreements," "Sales," "Purchases," "Leases," "Mortgages," and "Wills;" "Snell's Treatise on Equity; Broom's Common Law; Consolidated Statutes, U. C. Chapter 88; Statutes of Canada, 29th Victoria, Chapter 28; the Insolvency Acts.

## SCHOLARSHIP EXAMINATIONS.

1st Year.—Stephens' Blackstone, Volume I; Stephens on Pleading; Williams on Personal Property; Griffith's Institutes of Equity; Consolidated Statutes, Upper Canada, Chapter 12; Consolidated Statutes, Upper Canada, Chapter 43.

2nd Year.—Williams on Real Property; Best on Evidence; Smith on Contracts; Snell's Treatise on Equity, the Registry Acts.

3rd Year.—Real Property Statutes in Ontario; Stephen's Blackstone, Book V.; Byles on Bills; Broom's Legal Maxims; Story's Equity Jurisprudence; Fisher on Mortgages, Volume 1., and Chapters 10, 11 and 12 of Volume II.

4th Year.—Smith's Real and Personal Property; Russell on Crimes; Common Law Pleading and Practice; Benjamin on Sales; Dart on Vendors and Purchasers; Lewis, Equity Pleading and Practice in this Province.

## FINAL EXAMINATION FOR ATTORNEYS.

Leith's Blackstone; Watkin's Conveyancing, 9th edition, Smith's Mercantile Law; Story's Equity Jurisprudence; Leake on Contracts; The Statute Law; The Pleading and Practice of the Courts. Students will also be liable to be re-examined in all or any of the subjects of the Intermediate Examinations.

## FINAL EXAMINATION FOR CALL.

Blackstone, Volume I; Leake on Contracts; Watkin's Conveyancing; Story's Equity Jurisprudence; Stephen's on Pleading; Lewis, Equity Pleading; Dart's Vendors and Purchasers; Taylor on Evidence; Byles on Bills; The Statute Law; The Pleading and Practice of the Courts.



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CALL WITH HONOURS.

In addition to the Books for call only, Candidates will be examined in Russell on Crimes; Broom's Legal Maxims; Lindley on Partnership; Fisher on Mortgages; Benjamin on Sales; Jarmin on Wills; Von Savigny's Private International Law (Guthrie's edition); Maine's Ancient Law. Candidates for call will also be liable to re-examination in any of the Books for the Intermediate Examinations.

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CHAPTER XI.ADVANTAGES OF SUPERSEDING SCHOOL SECTION DIVISIONS,  
AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION.

It is gratifying to observe that there has been a movement in various parts of the Country in favour of the Township Board System of Schools, in preference to that of the present isolated, expensive, and disjointed system of School Sections.

This system has been endorsed by the recorded experience of several distinguished and active friends of education in the neighbouring States on this subject. They will well repay persual, for they deal with a practical subject, and in the light of their experience, we shall be able to see our way the more clearly to the adoption of a Township System in our Province under the authority of the 14th Section of the School Act of 1871.

Some useful remarks have also been made by Mr. D. J. McKinnon, Inspector of Schools in the County of Peel, in which he discusses some difficulties which are in the way of carrying out the Township System, and suggests a practical way by which these difficulties may be removed.

## FORMER PROVISIONS IN OUR SCHOOL LAW ON THE SUBJECT.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township School Boards, as contained in the Thirty-second Section of the Consolidated School Act; but, as that Section is worded, no such Board could be established unless a majority of votes in every single School Section of the Township was in favour of it. It has happened that out of twelve School Sections in a Township, the majority of the ratepayers in eleven of them voted for the establishment of a Township Board, but the majority in one Section voted against it, and thus defeated the wishes of the other eleven-twelfths of the Ratepayers. Under these circumstances, the Thirty-second Section of the School Act has remained a dead letter for twenty years, except so far as one Township (Enniskillen) is concerned, although a large majority of the County School Conventions, on two occasions, voted in favour of Township Boards. The law was in 1871 wisely altered so as to leave the question to the decision of the Ratepayers in a majority of the School Sections of a Township. Should, therefore, the vote of a majority of the Ratepayers in a Township be favourable to a change, the Municipal Council of such Township is authorized to form the Township into one School Municipality, under a Board of Trustees, (as is the case in Cities, Towns and Villages), thus doing away with the inconvenience of single School Section divisions and Rates, and giving to Parents the right to send their children to the School most convenient to them.

## TOWNSHIP BOARDS IN VARIOUS AMERICAN STATES.

1. After trying the School Section System for some time, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin and other States, have adopted the Township Board System, and pronounce it immensely superior to the School Section System. In the State of New York, a compromise system is authorized by the School Law: that is, one, or more, School Sections can "either severally, or jointly, resolve themselves into Union Free School Districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the Report of the Superintendent of Public Instruction for 1870 we learn that there are now 250 such united Districts in the State; of them he says: "having had frequent occasion to examine the provisions of this Law, (*i. e.* the 'Union Free School Act'), and being somewhat familiar with its working, I am of the opinion that it is the best School System yet devised for all localities where the number of Scholars, as in Villages, is sufficient to admit of thorough classification." Reverend Doctor (now Bishop,) Fraser, in his Report to the English Commissioners, says: "In the State of New York, Union Schools, (or united Sections) appear to be the most popular and flourishing of all the rural Schools." In this Province, the Township Council, if the experiment should not prove satisfactory, can at any time repeal its own By-law establishing such Board.

2. The Secretary to the State Board of Education in Connecticut thus graphically illustrates the comparative effects of the adoption of the Township over the School Section System in that State:—

"The tendency to manage Schools Township-wise is growing. More Townships united their School Sections last year than in any former one. Once united they stay so. At least there is no instance where a Township has taken this step and after grading any of its Schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section System will soon be abandoned. The people are fast learning the economy and efficiency of the Township System. They see that it favours the wise expenditure of the public money, gains better and more permanent Teachers, longer Schools, and helps the poorer and outlying School Sections. The Township System, too, lessens the frequency of Tax assessments and Collections. Many a School-house is going to decay because the funds requisite for such purposes would necessitate a Section tax. Under the old system there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the teachers changed generally every term; under the new system the people are better satisfied,—School Committees and Teachers more permanent, Schools graded, Terms lengthened. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent. better than it was four years ago."

3. The late Horace Mann, so noted for his enlightened views on education, deprecating the District or School Section System, says: "I consider the law authorizing Townships to divide themselves into (School Sections) the most unfortunate on the subject of Common Schools ever enacted in the State (of Massachusetts). In this opinion, ex-Governor Boutwell, the eminent Educationist of the same State, concurs.

TORONTO, November, 1872.

EGERTON RYERSON.

## ADVANTAGES AND ECONOMY OF THE TOWNSHIP SCHOOL SYSTEM.

The State Superintendent of Kansas thus forcibly discusses the advantages of a Township System, as compared with that of School Section. He says:—

1. **Boundaries**—It will end the interminable disputes about School Section boundaries; neighbourhood feuds and public broils, engendered by this prolific source of strife and contention.

2. **School Officers reduced**—It will dispense with a large number of School Officers and elections, and simply by the control and management of our Public Schools. The present law provides three Trustees for each School Section, the new one but six for each Township, thus dispensing with a large number of superfluous Officers, simplifying the management, and securing uniform work in all the Schools. The loss of time occasioned by so many School Meetings and elections will, in a great measure, be avoided.

3. **Diminish aggregate Expense**—It will diminish the aggregate expense of our Schools, and establish a uniform rate of taxation. It is a fact recognized by the best educators both in Europe and America, that the number of Pupils which can be taught to the best advantage by the unclassified Schools of the rural Section by one Teacher is about forty. Another deleterious effect of this independent School Section System lies in the opposite direction; for when the number of Pupils under one Teacher exceeds fifty, or sixty, the Teacher cannot do justice to his School, and when it reaches seventy, or eighty, proper instruction is entirely out of the question. If a change were made from the old system to the new, the Township School Board could from time to time, unite small Schools and divide large ones, so as to adapt them to the wants of the people, and then adapt the Teachers to both; very much after the manner in which the system is administered in our larger Towns.

4. **Uniform Taxation**.—Taxation for School purposes would become more uniform, inasmuch as under the present system the people in the smaller and weaker Sections pay three or four times as much as their neighbours in the larger and more wealthy Sections and often get much less for it, both in quantity and quality, as they are never able to employ the best Teachers. In the Township system, the tax is levied equally upon all parts of the Township, and as the object to be obtained is the education of all the children without distinction, nothing less than an equal provision for all should be satisfactory.

5. **Graded or Classified Schools**.—It will provide for the establishment of a system of graded Schools. This is the highest development of the Free Public Schools, ever yet attained by the best Educators in any Country. It is the perfection of School Economy. The greatest superiority of City Schools over those in the rural Sections is explained in the fact of the complete gradation and classification of the former. The only feasible method yet devised for grading and classifying country Schools is provided in the Township system. And it will do for the country Schools what it has already done for the City Schools, in bringing order out of confusion, light out of darkness, and success out of comparative failure.

6. **Convenience of School Location**.—Townships containing a given number of inhabitants, or a certain amount of taxable property, or both, could have their Primary and Intermediate Schools fixed in different parts of the Township, so as to be of easy access to the smallest Pupils. Then with a Superior, or High, School at the centre, free to all between twelve and twenty-one years of age, kept open, at least, ten months in each year, the System would be complete. With such graded Schools in each Township, the superior education necessarily resulting therefrom, the increased interest in the Schools, and the great economy of time and means employed in their management, would soon bring them into universal favour.

7. **Appropriate Grade for Pupils**.—It will systematize the Schools and provide an appropriate grade for each child. The great bane of the old independent Section System is, that there is no classification; in fact, from the very nature of things, there cannot be. Every Teacher well knows that the most important thing in the organization



of a School is a thorough and complete classification of all the Pupils in accordance with a judicious and systematic Course of Study. This will require and secure uniformity of the approved Text-books, improved methods of instruction and better discipline.

8. Age and Acquirements Classified.—Pupils of the same age and advancement will be placed in one grade; those older and more advanced in another, thus giving to each Teacher a specific work. By this division of labour the Classes will be increased in size, but diminished in number, thus enabling the Teacher to devote more time to each Class, and impart to each Pupil more systematic and efficient instruction. The enthusiasm and excitement which a large Class always creates in every School develops a corresponding zeal, energy and determination upon the part of the Teacher to excel in his noble work. He labours more faithfully, and succeeds in infusing into his Pupils new life and vigour, prompting them to higher aspirations and nobler effort in their studies. Thus the School is developed into the pride of the neighbourhood, and a blessing to the people.

9. Efficient Supervision.—It will secure a more efficient system of School supervision. Under the present system, the time of the County Inspector is largely occupied in organizing Schools, classifying Pupils, changing union Section boundary lines, cutting off here and adding there, in the vain hope of finding some golden mean of fixity. Under the new system the County Inspector would be relieved from most of this unprofitable work, and would be able to spend his time more exclusively among the Schools, looking after and fostering their best interests, and prompting Teachers and Members of the School Boards to all full performance of their manifold duties. With the increased responsibilities the School Board becomes a supervisory Committee, vigilant and active, ever watching with zealous care the sacred trust confided to them in securing for every child in the Section the best education possible.

10. Better Qualified Teachers.—It will secure for our Schools better qualified Teachers, with better compensation. As the number of Pupils in each School can always be kept up to the maximum, it necessarily follows that with a graded and classified School, one Teacher will do the same work and in a superior manner than two, and, in many cases, even three, or four, are doing under the present system. We confess this proposition, at first sight, appears somewhat paradoxical; yet when we remember the vast superiority of graded, over ungraded, Schools, it does not appear so very absurd after all. In fact it is true, and a small portion of the money thus saved, in addition to the present compensation of Teachers, will command the best skill. Increased Salary will always bring better qualified Teachers, consequently better Schools and better education for the children.

#### AMENDMENT TO THE SCHOOL LAW, RELATING TO TOWNSHIP BOARDS OF TRUSTEES.

One or two difficulties have been experienced in giving effect to our School Law on the subject.\* These difficulties have been pointed out, and a mode of overcoming them suggested by one of our Inspectors, (Mr. D. J. McKinnon, of the County of Peel), as follows:—

My belief is that under the Township System, Schools might be so placed that every child in a Township would be within two miles of some School. This might be done by planting Schools ten lots apart one way, and four Concessions the other, with one in the centre of each, (almost) square, thus giving two Concessions, ( $1\frac{1}{2}$  miles) as the maximum distance to be travelled by any child.

\* The same difficulties, in giving effect to the law, are, no doubt, experienced by other Inspectors, so that the example and illustrations here given, may be taken as a fair specimen of similar difficulties in other parts of the Province.

But here a difficulty meets us at the outset in the shape of several really good School Houses already built, in two of my Townships and which it would be most unreasonable to close, merely because a little out of place. I have found however, that by slightly modifying the original scheme, these Schools may be brought in by leaving only one corner of either Township (7 lots), more than two miles distant from some School, children from the same corner having now to go more than four miles.

We have at present 46 sections in Toronto and Chinguacousy, Townships of which 9 are Unions, and supposing the burden of five of these to fall upon these two Townships, there are still 41 left. There was presented to the County Council at its last Session a Petition from Chinguacousy, showing that some of their children had from four to five miles to walk to School, and praying for a new Section. Should the wish of these Ratepayers be granted, there would be 42 Schools to support under the present System instead of 37 under the Township plan. Should Ratepayers in each of the five Sections in Chinguacousy, whose outskirts lie three miles, or more from their respective School-houses take the same course, it would, by multiplying the number of Schools, very materially increase taxation in that Township. . . .

But even reckoning the number of Schools to be kept up under the present system as only 42, there would still be five more than under the Township plan; and counting the cost of maintaining each School in the future as \$500 per annum, the amount saved on the five Schools would be \$2,500, or \$60 apiece to each of the 37 Schools, and \$280 over for 'contingencies.' That is to say, it would cost the people exactly the same to have a \$360 Teacher under the Township System as a \$300 man at present; or rating Teachers according to Salaries, the efficiency of the Schools would be increased by 20 per cent.

But here, I anticipate an objection. If the number of the Schools were reduced to 37, would not the increased attendance at each make the work too great for 37 Teachers to overtake? I answer decidedly, no, for the aggregate attendance of the Townships for the first half year of 1871, was only about 1,400, or less than 38 apiece for 37 Teachers, while for the second half it was some 50 less, so that even if the attendance should increase by one-fourth on account of the greater facilities afforded to children who are now at too great a distance, it would still fall below the 50 allowed to each Teacher by law.

Another great advantage of the Township System would be the equalization of taxation. I shall at this time merely say, that the present system is most unjust, some Sections in the County having double the amount of rateable property that others have, and consequently requiring to pay each man less than half the taxes for the same class of School.

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## CHAPTER XII.

### TEXT BOOKS IN THE PUBLIC SCHOOLS, WHEN SANCTIONED AND WHEN CHANGED.

So much misapprehension has prevailed in regard to the change of Text Books in our Public Schools, that the following information on the subject has been prepared. It will be seen, from the facts here given, how entirely mistaken parties have been who have complained of the so called frequent change of Text Books. The changes have been made in most cases but once, or twice, in Twenty-five Years. Changes have been twice made in the Text Books on Arithmetic and Grammar, at the time specified, for the reasons given on the next page.

LIST OF NATIONAL AND OTHER SCHOOL BOOKS FORMERLY SANCTIONED  
BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE COMMON  
SCHOOLS OF UPPER CANADA.

The italics indicate those Books which have been superseded by the new series.  
The Books marked by an asterisk are still used (temporarily) by Teachers in preparing  
themselves for examination.

NAME OF BOOK, AND WHEN SANCTIONED.	NAME OF BOOK, AND WHEN SANCTIONED.
<i>First Book of Lessons.</i>	<i>Key to Sangster's First National Arithmetic.</i>
<i>Second Book of Lessons.</i>	1860.
<i>Sequel to Second Book.</i>	<i>National Arithmetic in Theory and Prac-</i>
<i>Third Book of Lessons.</i>	<i>tice.</i> 1846.
<i>Fourth Book of Lessons.</i>	<i>Sangster's National Arithmetic in the Decimal</i>
<i>Fifth Book of Lessons for Boys.</i>	<i>Currency.</i> 1860.
<i>Sixth, or Reading Book, for Girls' School.</i>	* <i>Sangster's Natural Philosophy.</i>
1846.	* <i>National Book-Keeping.</i> } 1846.
	* <i>Key to Book-Keeping.</i> }
	<i>Colenso's Algebra, Part I.</i>
	<i>National Elements of Geometry.</i>
<i>Introduction to the Art of Reading.</i>	<i>National Mensuration.</i>
<i>Spelling Book Superseded, (Sullivan's)</i>	<i>Appendix to Mensuration.</i>
<i>English Grammar.</i>	<i>National Scripture Lessons—Old and</i>
<i>Key to English Grammar.</i>	<i>New Testament.</i>
<i>Robertson's Principles of Grammar, (for Teachers.)</i>	<i>National Sacred Poetry.</i>
<i>Lennie's English Grammar.</i>	<i>National Lessons on the Truth of</i>
<i>Kirkham's English Grammar.</i>	<i>Christianity.</i> } 1846.
<i>National Epitome of Geographical Knowledge.</i>	<i>Hullah's Vocal Music.</i>
<i>National Compendium of Geographical Knowledge.</i>	<i>National set of Table Lessons—Arith-</i>
1846.	<i>metic.</i>
	<i>National set of Table Lessons—Spelling</i>
* <i>Geography Generalized, (Sullivan's.)</i>	<i>and Reading.</i>
<i>Introduction to Geography and History, (Sullivan's)</i>	<i>National set of Table Lessons—Copy</i>
<i>Geography and History of the British Colonies. (Hodg ns.)</i> 1857.	<i>Lines.</i>
<i>Sangster's First National Arithmetic, (Dec. Currency.)</i> 1860.	Also the National Maps, Maps of Canada and of British America, etcetera. 1846-1853.

Subjoined is a complete list of the Books at present authorized for Public Schools, from which will readily be perceived all the changes that have been made. The dates at which the Books at present in use were severally introduced appended.

The Irish National Arithmetics in use since 1846 were decimalized and adapted in 1860; these Books were afterwards superseded by two others, in 1869-70. No Grammars were ever sanctioned for use in the Public Schools except Lennie's, Kirkham's, the National, and Robertson's, (for Teachers.) These four Books were superseded by two in 1868. No other Grammar was ever authorized for use in the Public Schools of Ontario, although others may have been used in them without authority, and even contrary to law.

LIST OF TEXT BOOKS AUTHORIZED FOR USE IN THE PUBLIC SCHOOLS.

NOTE.—In the following list, some Books are prescribed, and others are recommended. The use of the Books recommended is discretionary with the respective Public School Boards.

I. ENGLISH.	Books when Changed.	THE CHANGE WAS MADE IN PLACE OF
TEXT BOOKS PRESCRIBED :		
The Canadian National Series of Reading Books. (Authorized edition).....	1867	Old National Readers.
The Spelling Book, A Companion to the Readers. (Authorized edition).....	1868	Spelling Book Superseded.
Miller's Analytical and Practical English Grammar. (Authorized edition) .....	1868	National, Kirkham's, Lennie's, Bullions', (for High Schools), and Robertson's, (for Teacher's.)
An English Grammar for Junior Classes. By the Reverend H. W. Davies, D.D. (Authorized edition) .....		
A History of English Literature, in a series of Biographical Sketches. By William Francis Collier, LL.D. ....		
	1867	Spalding's.



## II. ARITHMETIC AND MATHEMATICS.

## TEXT BOOKS PRESCRIBED :

Advanced Arithmetic for Canadian Schools. By Barnard Smith, M.A., and Archibald McMurchy, M.A. (Authorized edition).	1870	} National and Sangster's.
Elementary Arithmetic for Canadian Schools. By the Reverend Barnard Smith, M.A., and Archibald McMurchy, M.A. (Author- ized edition).....	1869	
Elements of Algebra. Todhunte's, or Sangster's .....	1865	Brydges and Colenso.
Euclid's Elements of Geometry. Pott's, or Todhunter's .....	1868	National.

## III. GEOGRAPHY AND HISTORY.

## TEXT BOOKS PRESCRIBED :

Lovell's General Geography. By J. George Hodgins, LL.D. Barrister at Law. (Author- ized edition).....	1865	} National, Sullivan's and Morse's. (The latter only permitted for a time.)
Easy Lessons in General Geography. By the same. (Authorized edition).....		
A School History of the British Empire By William Francis Collier, LL.D. ....	1867	White's (for High School.)
A History of Canada and of the other British Provinces of North America. By J. George Hodgins, LL.D., Barrister at Law. ....	1865	Hodgins' Geography and History of British America.
Outlines of General History. By William Francis Collier, LL.D. ....	1868	White's (for High School.)
TEXT BOOK RECOMMENDED :		
The Great Events of History. By William Francis Collier, LL.D. ....	1868	None, except in the old National Readers.

## IV. PHYSICAL SCIENCE.

## TEXT BOOKS PRESCRIBED : (See note above )

Rudimentary Mechanics. By Charles Tom- linson. Portions relative to the Mechanical Powers .....	1871	Sangster's Natural Philosophy, and in the old National Readers.
The Animal Kingdom. By Ellis A. Davidson.	1871	None before.†
How Plants Grow : A Simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D. ....		None before.

## V. MISCELLANEOUS.

## TEXT BOOKS PRESCRIBED :

First Lessons in Agriculture. By Reverend Doctor Ryerson* .....	1870	None before.
Our Bodies.† By Ellis A. Davidson.....	1871	None before.‡
Easy Lessons on Reasoning. By Archbishop Whately .....	1871	None before.
The Dominion Accountant. By W. R. Orr. (Authorized edition).....	1872	National.

TEXT BOOKS RECOMMENDED : (See note  
above.)

First Lessons in Christian Morals. By Rev- erend Egerton Ryerson, D.D., LL.D. ....	1871	National Reader, in part.
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\*The Honourable David Christie, Minister of Agriculture, at the late Provincial Exhibition, thus referred to Doctor Ryerson's "First Lessons in Agriculture" :—"Doctor Ryerson has published a valuable little work on Agriculture, which I hope to see made a Text Book in all Rural Schools. . . . He has done good service in the Country by compiling the Manual to which I have referred ; and I hope he will see to it that the benefit which it is so well calculated to confer shall not be lost to the Country. It is a good thing for the cause which we desire to promote that we have so able a coadjutor as the Chief Superintendent of Education. I feel convinced that he will soon make Agriculture and Mechanical Instruction a leading feature in our Common School teaching."

†The following little works are also highly recommended (1871) for perusal, both by Teachers and Pupils, respectively :—"The House I live in," by T. C. Girdin, Surgeon, (Longmans) and "Our Earthly House and its Builder," (Religious Tract Society.) Cutter's "First Book on Anatomy, Physiology and Hygiene, for Grammar Schools and Families," is the prescribed book for High Schools, and may be used by the Public Schools, if desired.

‡Peck's Ganet's Natural Philosophy, and Hooker's Smaller Physiology were authorized for Grammar School in 1867, and were allowed to be used in Public Schools, but only if desired.

Elements of Moral Science. By Reverend Francis Wayland, D.D. Abridged by the Author.....	1872	National Reader, in part.
A Comprehensive System of Book-Keeping, by Single and Double Entry. By Thomas R. Johnson.....	1867	National Reader.
Field Exercises and Evolutions of Infantry. Published by authority. Pocket edition, (for Squad and Company Drill.) .....	1867	None before.
The Modern Gymnast. By Charles Spencer.	1867	None before.
A Manual of Vocal Music. By John Hullah.		No change.
Three Part Songs. By H. F. Sefton. (Authorized edition).....	1869	None before.
National Mensuration .....		No change.
Scripture Lessons—Old and New Testaments. (National).....		No change.
Lessons on the Truth of Christianity. (National).....		No change.
Right Lines in their Right Places. By Ellis A. Davidson.....	1871	None before.
Teacher's Guide, and Bartholomew's Primary School Drawing Cards. By Miss J. H. Stickney .....	1871	None before.
The Drawing Book for the Dominion of Canada, in Progressive Studies, seven numbers.....	1871	None before.
William Hermes' Drawing Instructor. For advanced Students .....	1871	None before.
Writing Copy Books, used in the Normal and Model Schools for Ontario. In Six Parts.	1871	National.

#### VI. FRENCH AND GERMAN SCHOOLS.

The following Books approved by the whole Committee of the Council of Public Instruction for Quebec, are also sanctioned for use by French Pupils in Public Schools of this Province in which there are both Protestant and Roman Catholic Pupils.

Cours d'Arithmetique Commerciale. Sénechal, Montreal .....	1868	None before.
Abrégé de la Géographie Moderne. Société de Education, de Quebec.....		
La Géographie Moderne. D.M. Holmes, M.A.		
Grammaire pratique de la langue Anglaise. (Par P. Saddler, Paris).....		
Traité Elementaire d'Arithmetique. (Par F. X. Toussaint.....		
Le Premier Livre de l'Enfrance. (De Poitevin)		
Cours de Versions Anglaises. (Par P. Saddler, Paris).....		
Grammaire Française Elementaire. (Par F. P. B.) .....		
For German Schools, Klotz's German Grammar is sanctioned.....	1868	

#### BOOKS PRESCRIBED, AND THOSE RECOMMENDED.

It will be seen by the foregoing lists, that some Books are "prescribed" for use in the Public Schools, whilst others are only "recommended." The use of the Books "recommended" is entirely discretionary with the respective Public Schools Corporations. Among the latter class are the "First Lessons in Christian Morals," and some other Books. (See list.)

#### AUTHORIZED EDITIONS OF BOOKS, THE PROPERTY OF THE COUNCIL.

The copyright of all the Books in the foregoing lists, marked "Authorized Edition," is vested in the Council of Public Instruction, (in the name of the Chief Superintendent.) These Books may be reprinted by any Publisher upon complying with the Regulations of the Council on the subject.

## CHAPTER XIII.

## PROCEEDINGS OF THE ONTARIO TEACHERS' ASSOCIATION, 1872.

The Annual Convention of Public School Teachers of the Province of Ontario took place in the Normal School. The proceedings were opened by the Secretary reading a Letter from Principal Dawson, of McGill College, stating his inability to read a Paper at the present Meeting, in consequence of other engagements. The President of the Association, the Reverend Doctor Snodgrass, of Queen's College, Kingston, was expected to deliver an Address, but the following Letter from him was read by the Secretary:—"I very highly appreciate and now gratefully acknowledge the honour of being elected President of your important and useful Association. When the election took place I was under an engagement to visit Britain this Summer. To that engagement I am obliged to adhere. I earnestly hope that you shall have a happy and successful meeting."

Mr. Edward Scarlett, School Inspector for the County of Northumberland, the First Vice President of the Association, in the absence of the President, took the Chair.

The Secretary stated he had waited upon Members of the last and present Government, and had been advised by these Members not to press their request for incorporation this year at least. Mr. McGann, (of the Deaf and Dumb Institution, Belleville), moved the following Resolution, which was seconded by Mr. J. Campbell:—"That Messieurs McMurchy, McCallum and Anderson be and are hereby re-appointed to attend to matters connected with the incorporation of the Association." (Carried).

At the evening Session the Chairman introduced the Reverend Doctor Ryerson as the Lecturer of the evening. Doctor Ryerson proceeded to give expression to his views on the subject of Education in general. He had been surprised at the request of the Committee of the Association, as it had been stated, so confidently and largely, that he had yet to learn the elements of his native tongue! Such had been the representations on the subject, that he, (Doctor Ryerson), had begun to suspect his own identity, and to ask himself whether it was not a delusion that he had in boyhood not only studied, but, as he supposed, had mastered Murray's two octavo Volumes of English Grammar and Kames' Elements of Criticism and Blair's Rhetoric, of which he still had the notes that he made in early life; and had been called to assist teaching a special Class of young persons in English Grammar when he was only fifteen years of age; and whether it was not a fancy that he had taught, as he supposed, with some degree of acceptance and success, what was then known as the London District Grammar School for two years, and had subsequently placed himself for a year under an accomplished Scholar in order to read Latin and Greek. Somewhat disturbed by these doubts, he thought he would satisfy himself by writing to the only two Gentlemen with whom he was now acquainted, who knew him in these early relations. He would read the Correspondence to which he now referred. The first Letter was to Mr. McCall, M.P., Vittoria, as follows:—

I believe you were part of the time a Pupil in what was then known as the London District Grammar School during the years 1821 and 1822, when I was acting Master of it.

Will you have the kindness to let me know what is your own recollection as to the attendance at the School, especially in the winter months, and the impression of the neighbourhood generally as to its efficiency during the two years that I taught it.

TORONTO, 9th March, 1872.

EGERTON RYERSON.

## MR. MCCALL'S REPLY.

I have your Letter of the 9th instant, making inquiries as to my recollection of the London District School when kept in Vittoria in the years 1821 and 1822 under



your charge. I reply I can assure you that I have a vivid recollection of the London District School during the Winters of 1821 and 1822, being an attendant myself. I also remember several of the Scholars with whom I associated, videlicet:—Mr. H. V. A. Rapelje, late Sheriff of the County of Norfolk, Captain Joseph Bostwick, of Port Stanley, James and Hannah Moore.

The numbers generally attending during the Winters of those two years, if I remember correctly, were from forty to fifty.

The School while under your charge was well and efficiently conducted, and was so considered and appreciated throughout the neighbourhood at the time; and after you left the charge of the London District School it was generally regretted in the neighbourhood. I remember hearing this frequently remarked not only by Pupils who attended the School under your tuition but also by their Parents.

VITTORIA, 12th March, 1872.

S. McCALL.

The second Letter was to the Honourable Samuel Mills, as follows:—

I went to Hamilton, during parts of the years 1823 and 1824, to read Latin and Greek, with the late Mr. John Law, that accomplished Classical Scholar, then Head Master of the Hamilton Grammar School. You were at that time one of the Pupils in the School. I will thank you to have the goodness to inform me, as far as you know and can recollect, what was Mr. Law's opinion, and what was your own impression and that of the School generally, as to my application and progress in my studies.

TORONTO, 9th March, 1872.

EGERTON RYERSON.

Mr. Mills' reply was as follows:—

I have your favour of the 9th instant, and beg to say, in reply to your questions, that I have a distinct recollection of having had the honour of being at the Hamilton Grammar School with yourself in the years 1823 and 1824, and that the late John Law was Head Master at the time. He was considered a highly educated and accomplished Scholar, and was so well qualified for the position he held, that the School had a Provincial reputation and was patronized by many parties living at a great distance by sending their sons to it; and the very fact of your attending the School gave éclat to it, as you were then considered a well educated young man, far in advance of the rest of us. Your studies, if my recollection serves me right, were confined entirely to reading Latin and Greek, and I know Mr. Law and the whole School looked upon you as being a credit to it.

HAMILTON, 11th March, 1872.

SAM'L MILLS.

Doctor Ryerson then proceeded:—He wanted to know what was our Country's need? It needed Education! He meant by the term Education, that sort of knowledge that would place Canada at the head of American civilization. In order to develop all the resources of the earth and the works of God, it was necessary that the people should be educated. The very foundation of the development of the resources of the natural kingdom was the cultivation of a knowledge of our language. He dwelt strongly upon the importance of cultivating a thorough acquaintance with the rules and practice of Reading, Writing, and Arithmetic, and also the rudiments of Natural Science, which latter knowledge was of the highest importance, to those engaged in Agricultural pursuits. This he conceived to be the Country's need in the highest degree, and there should also be a due regard paid to the moral education of the young people of this Country. The Country needed an education of a moral character to conduce to its prosperity. It was necessary that there should be Teachers of these subjects, persons who were masters of them. It was on this ground that Teachers should be specially educated to form the character of the Country, and develop the minds of the youth thereof. He spoke of the great importance of the office of Teacher, as the latter was entrusted with a high and important duty, and it was most essential

that they should show, by the example they set to their Pupils the great advantage of establishing good moral principles among those under their tutelage. He was strongly in favour of female Teachers for young Pupils, for no man possessed the kind heart, the patience, and loving sympathy of a Woman. He spoke of the advantages and the impression left upon the minds of the Pupils, of having comfortable School House accommodation; he looked upon that as being one of the first principles to be carried out. In that particular respect the European Governments were in the advance of that of the Dominion; there should be a Free School in every part of the Land, as was the case at present in Prussia, and even in France, under the despotic rule of Napoleon. He then alluded to the question of Superannuation, and he suggested that provision should be made for the old Teachers out of their Incomes when in active employment; his principle was that the Government should give a dollar for every dollar paid by each Teacher. He referred to this subject simply in an explanatory spirit, in regard to a Section in the School Bill referring to the Superannuation Fund. He concluded with some practical remarks upon the latter subject, and the system of education generally.

*Technical Education.*—Mr. J. Howard Hunter, M.A., Principal of the Collegiate Institute, St. Catharines, then read a Paper on "Technical Education." He spoke strongly in favour of instilling Technical Education into the minds of the rising generation. It was of the highest importance to both the Artizan and Agricultural classes. He welcomed the establishment of the College of Technology, and also of the Agricultural School. He instanced the success which had attended what he termed the "Industrial Universities" of Europe, and he strongly urged the necessity of establishing such Colleges, or technical educational Institutions, as would afford young Farmers and Operatives the opportunity of acquiring a thorough knowledge of the calling, or Trade, in which they were engaged. He advocated the idea of founding travelling Scholarships, which would enable the Students at such Institutions to visit the Continent of Europe and other places where they would have an opportunity of gathering the requisite knowledge of the Trade in which they were engaged, to make them an honour to Canada, and thoroughly competent workmen.

In the discussion of Mr. Hunter's Paper upon Technical Education, Mr. Hunter, in introducing the discussion, said that the purport of his Paper was "Technical Education" from the Primary School upwards. He might state that the principle to be discussed was, how far it was practicable and desirable to carry out the teaching of Scientific knowledge in our Primary Schools; also how far in regard to our Higher Schools, or, as they might be called, Industrial Universities. Mr. McCallum, M.A., said he thought the object in view ought to be the development of the powers of observation and reflection in children, which he would bring about through experiments and demonstrations. He believed in teaching them to be able to read, write and speak their own language, and would throw in Natural History as a sort of pastime, which would serve to interest the minds of the children in their more severe and drier work. Mr. J. B. Somerset moved a Resolution to the effect that it is desirable that the teaching of Natural Science should be introduced into our Public Schools. He felt there was a great want in Public Schools in this respect, and could not be neglected without serious detriment to the interest of the Schools and the Country. He advocated the introduction of models to illustrate and apply the subjects in Natural History which might be taught. Indeed, he would approve of a more practical system, of teaching altogether, and thought there should be less cramming; for certainly the one mode was more in favour of developing the intellectual powers of the Pupils than the other. Mr. J. B. McGann thought it possible to make even English Grammar an interesting study to the Pupils, and gave an illustration of his own system, by which he impressed upon their minds the difference between the transitive and intransitive forms of the same verb by the use of the preposition, and suiting the several demonstrations given to the explanations offered. Mr. Cameron, Cobourg, thought that in endeavouring to carry out the teaching of Natural Science in the spirit pointed out



in the motion, Grammar and the study of our language generally would be lost sight of. He thought a little more time should be devoted to the cultivation of Grammar and such subjects. He thought it impossible that this Science could be carefully taught, and at the same time give due attention to more important subjects. Mr. Hunter said he understood the speakers to mean, that it was impossible to introduce the teaching of Natural Science in any form but by Object Lessons, and at the same time give justice to the teaching of the "three R's." Mr. McCallum, of Hamilton, said, of course, it was necessary that Teachers should take care that neither this, or any other subject should occupy too much time, and illustrated what he meant by this by referring to a School Master who had been found fault with for not giving due attention to Penmanship. To amend this, he kept his Pupils Writing a whole week. He urged upon them the necessity of making learning a work of the mind and not a mere repetition of words. Let teaching be of a character which will fit the children for the position they may occupy in life. Mr. Miller, Goderich, approved of the Object Lessons, and of the introduction of Natural Science. He also said he would approve of allowing the Pupils the privilege of asking questions on any subject upon which they found themselves in any difficulties. He did not think it right that children should be mere machines for working questions, reading out of a book, or spelling words. Mr. Fotheringham thought Teachers should bring, and make their Scholars find for them, specimens illustrating their Natural Science Lessons. He, too, was in favour of the system of teaching technically, and said there might be more advantage obtained from Object Lessons in two hours than in the pursuance of the purely elementary system. Mr. Glashan said it must of necessity turn out that Teachers will adopt the teaching of Natural Science, for the course of the whole world had been progressive in that direction, as well as in others, and Teachers too must advance. Remarking upon the difficulties attending the introduction of Natural Science into Schools, he said not the least was the inability of Teachers to impart a knowledge of it; and even Inspectors would be none the worse for a touch up in this direction. With regard to Models, he thought every man should make his own models. Tyndall himself was never satisfied with an experiment made by another man; and the very fingering of the materials required to make a Model set a man's brains in active operation. By all means let there be method in their teaching, he said, and do not crowd in too many subjects. The Resolution was finally carried.

*Gold Medal.*—The following Letters were read from Doctor Hodgins, enclosing one from Mr. McCabe, Toronto, in which that gentleman intimated that he would offer a Gold Medal to the Student standing highest in the division, obtaining First Class Certificates before the Board of Examiners of the Department of Education, for 1873. The Letters were as follow:—

I have great pleasure, as requested by the Chief Superintendent of Education, to enclose herewith a copy of a Letter addressed to this Department by Mr. William McCabe, LL.B., in which he makes a most liberal offer of a Gold Medal, to be awarded to the Candidate for a First Class Provincial Certificate, who obtains the highest rank among those who may compete for that Certificate in Ontario, in 1873.

Mr. McCabe has himself been a most successful and enterprising Teacher, and although he has at present retired from the profession, he has by this most praiseworthy act shown how strong his sympathy is with it still, and how deeply anxious he is for the maintenance of the high rank in that profession to which he himself attained with such credit.

Would you kindly communicate to the Teachers' Association, the purport of this note.

TORONTO, 6th August, 1872.

J. GEORGE HODGINS, Deputy Superintendent.

Mr. McCabe's Letter to the Deputy Superintendent was as follows:—

I beg to offer a Gold Medal, open to all Competitors, to be awarded at the examination of 1873, through the Department of Education, by the Central Board of



Examiners, to that one of the Candidates, for First Class Certificates of Qualification as Teacher, who shall stand first in the highest A Class, and who shall, other things being equal, give satisfactory evidence of the greatest success and aptitude in teaching.

As a former Member of the profession, I think it desirable that distinctions of this character, long obtainable by those entering upon the other professions, be attached to one which ranks among the first, both in importance, honour and usefulness.

I would be very much pleased if the Chief Superintendent would be good enough to undertake to make the presentation to the successful Candidate, either at the Annual Meeting of the Teachers' Association heretofore held in August, or at such other time, or in such way as he may desire best.

I shall be glad to confer with you as to the design and other details respecting which your extended experience will be of the greatest service, and I shall place the Medal in your hands so soon as it can be suitably manufactured.

TORONTO, 3rd, August, 1872.

WILLIAM McCABE.

*Superannuation.*—The Report of the Committee on the subject of superannuation of worn-out Teachers was the next business.

The Board of Directors reported that copies of the Petition against the Section referring to Superannuation, contained in the Education Act in 1871, had been forwarded to the Public School Inspectors of the various Counties in the Province. The Report was adopted.

Mr. Johnson argued that the right of Teachers to a share in the Superannuation Fund as a "right" and not as a matter of favour. He considered it as an anomaly that the Teachers of Ontario should be taxed by the Government for the Superannuation Fund when the Government did not pay the profession. He criticized the Section in the School Act relating to the Superannuated Fund, and moved a reference to it. "That in the decided opinion of this Association, the Section of the School Act of 1871 which relates to the Superannuation Fund, should, in compliance with the wishes of the great majority of the Public School Teachers, expressed through the medium of their various local Associations, be repealed." Mr. Henry Dickenson seconded the Resolution. After an animated discussion, Mr. McAllum moved the following amendment to the Resolution:—"That the Convention approve of the Superannuation Section in the School Act, on the following conditions:—That all gentlemen connected with teaching should be included in the provisions of the Law, and that some share in the management of this Fund should be assigned to the Teachers themselves, and that the principle be admitted, that after serving a certain number of years, Teachers shall have a legal claim to participate in this Fund whether he retires from teaching or not." He said that all Inspectors and Teachers should be entitled to the benefits of the Fund. There should be, however, no taxation without representation. The Convention, however, must be unanimous. In Wentworth the Teachers' Association were against the whole thing by ten to one. Having in view the fact that the Government had given \$12,000 this year, showed a tendency on their part to take the whole matter into their hands. Mr. Hunter read the 43rd Section of the Act, and remarked that it was not intended to apply to High Schools, yet the amendment providing for "all gentlemen connected with teaching" would not apply to them but to Private Teachers. Mr. Miller proposed that Doctor Hodgins should be sent for, to give some information on the subject of the Superannuation Fund. This was agreed to.

Doctor Hodgins, having been requested to address the Association on the subject, said he sympathized with them in the smallness of the Grant, but when they had asked the House for an increased Grant, they had been met by the question, "What are the Teachers themselves doing?" They had in truth taken little, or no, interest in it, and until they did so, they could not ask for increased Grants. Again, some did not oppose the principle, but it was at first not entertained by the Legislature; and it was only during the past few years they had been able to establish it. He felt that they could not embody the exact principle desired by the Teachers. They had been

unable to get the amount increased until last year, and it must be remembered that thousands of dollars could not be asked from the Legislature unless it could be shown that Teachers were doing their part in the matter. It was important, however, to have obtained a recognition of the principle that the profession was entitled to a retiring allowance. Although all was not done in the matter that was desired, yet the best was done that could be. Doctor Hodgins then read from a Letter written by Doctor Ryerson to the Provincial Treasurer on the subject as follows:—

I have the honour to state, in reference to the recent conversation which I had with you in regard to the Superannuation Section of the School Act, that I addressed a Circular, (hereto appended), on the subject to the various County Inspectors. In reply to that Circular, the Inspectors of the Counties of Essex, Lambton, Oxford, Perth, Brant, Norfolk, Haldimand, Halton, North Simcoe, North York, Prince Edward, Frontenac, Lennox, Addington, Leeds, Carleton, Stormont and Prescott, and Russell, report that, so far as they know, no Petitions for, or against, the Superannuation Section has received any signatures in those Counties.

The Inspectors of the other Counties report as follows:—Kent, one petition for and one against the Section; Huron, one against and one for the fund; Bruce, nine out of every ten are in favour of the Section; Wellington, one for and one against; Waterloo, no certain information; Lincoln, three against, none for; Welland, eight for and none against; Peel, three against, none for; Ontario, seventy out of seventy-six Teachers signed Petitions in favour of the Section; Northumberland, one for and one against it; eighty Teachers, or nearly all, signed Petitions in favour of the Section.

As to the state of feeling on the subject among the Teachers, nearly all the Inspectors report a great diversity of opinion on the subject; others report mere passiveness, and the remainder, such as Waterloo, Oxford, Middlesex and Peel, strong objection to the Section. In the case of Lambton, Ontario, Perth and South Hastings, an almost unanimous expression of opinion has been given in favour of the Section as it now stands.

In regard to the classes of Teachers opposed to, or in favour of, the Section, the Inspectors almost invariably report the former to be "those who do not intend to continue long in the profession of School teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through College, or into something else,"—persons "who intend to make teaching a stepping-stone to something else,"—"those who look more at the money than at the principle involved,"—"those who have received incorrect, or partial, information on the subject,"—"those who are opposed to compulsion in every form," and those "who oppose the whole scheme on various grounds." The great mass of the Teachers, however, are either passive in the matter, or, having been for some time in the profession, are strongly in favour of it, and hope some day to derive advantage from it.

As to the grounds of objection to the distribution of the Fund, (as now authorized by Law), which have been urged by very many earnest and faithful Teachers, I entirely sympathize. I would gladly see the Law modified so as to meet their reasonable wishes. These Teachers object to the present scheme chiefly on the following grounds:—

1st. That Teachers must be "worn out" before they can receive any aid from the Fund. As one Inspector remarks:—"Many of the best and most devoted Teachers look forward to a time when the work and worry of the School Room will be over, and they hope that their withdrawal from the profession may take place, at all events, a few years before they are incapacitated by infirmity, and unable to teach a School any longer. Like the Merchant, the Mariner, and others, they hope for retirement while health, and the capacity for enjoying retirement, remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. This feeling is not unknown to many of the best men in other professions, when they begin to grow old."

2nd. The second reasonable ground of objection is the uncertainty of the amount of the pension payable for each year's service. For some years the state of the Fund



has been such that I have only been able to apportion from one to two dollars for each year's service, but last year the amount was only two dollars a year; but this year, (out of the \$12,500 which I took the liberty to recommend being placed in the Estimates for this service), I shall be able to apportion at the rate of about four dollars for each year's service. If the Teachers who become Superannuated could only rely upon the maximum fixed by Law many years ago, (videlicet, six dollars for each year's service), I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent.

In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined, at which any Teacher who has subscribed to the fund should have the right to retire and receive a Pension. A sliding scale of allowance might also be fixed, definite in amount, and not liable, under any circumstances, to fluctuation. The basis to be adopted might be that fixed in the Superannuation Act of Civil Service, as passed by the Parliament of the Dominion.

In regard to the objection against compulsory payment to the Fund, I need only remark that it is a principle invariably incorporated into every pension scheme which has been adopted either in the Civil Service in various Countries, or among different Religious Bodies everywhere.

TORONTO, 27th February, 1872.

EGERTON RYERSON.

Doctor Hodgins answered several questions on points of detail connected with the subject.

It was then moved by Mr. Alexander, and seconded by Mr. Watson, "That this Convention approves of the principle of a Superannuation Fund for Public School Teachers," but this was subsequently withdrawn, and, upon the previous amendment being submitted to a vote by the Public School Teachers it was lost, and the original motion was declared carried.

*Professor Robins' Address.*—In addressing the Members of the Association, Professor Robins, of Montreal, referred to the past difficulties of the profession in Canada, and said he was glad to think and hope they were advancing. With regard to the Province of Quebec, he said he was sorry to say things were not in such a good state as in Ontario, and he hoped those in this Province would do what they could to help forward their cause. He then read a Paper, upon the difficulties he had met with as Inspector of Schools in the City of Montreal. He said no Teacher could reasonably object to have his School inspected; although he related some rather funny objections he had heard of. Two questions he would pay attention to on this occasion, and these were,—how Inspectors should examine Schools, so as to know their exact state in regard to Spelling, Writing, Reading, and Arithmetic. As to Spelling, he did not believe in oral examinations, and preferred dictation and the writing of a short narrative. He would also lay much stress in this way upon good or correct writing, to such an extent as to make letters distinct. He did not quite approve of the "standard" system. He then referred to Writing, and said it was impossible to form a proper estimate of it from close examination of one copy, and preferred to have specimens classified and their merits determined upon by comparison with acknowledged standards. In reference to Arithmetic, he gave some of his own experience in this department, and said he was in the way of using papers of four grades. Reading, he considered, might be said to consist of pronunciation, emphasis, and intonation, and although he did not think it was a matter in which he could point out what was to be done, he thought it was one in which much might be done by emulation. In reply to a question, he, (Professor Robins), said, in speaking of a Pupil who had correctly spelled ninety-three out of one hundred words, he referred to the average Pupil. He did not, in Arithmetic, allow any merit for questions right in the mode of operation, but wrong in the mechanical working. He held the opinion that correctness was the principal thing in



Arithmetic, although some of the members thought he drew the line too hard in this respect.

*The Higher Education of Women.*—Mr. Lewis, Toronto, read an interesting Paper upon the "Higher Education of Women," which was well received.

*The New Regulations and the Limit Tables.*—Mr. S. McAllister, Toronto, read a Paper on this subject. He criticized the way in which the Regulation with regard to the ventilation of Schools had been expressed, and also as to the Training of Teachers. He approved of the lengthening of the Vacations in High Schools, and wished the same could be done in Public Schools. He considered the limit table was impracticable, with regard to the disposition of time to each subject. He also objected to granting Certificates to Normal School Students before they had attained sufficient experience in the Model School. Doctor Crowl expressed the opinion that the public examinations were an actual nuisance. He said he approved of teaching by Object Lessons. He objected to the Model Schools, and said that the fact was they were no models at all; for it was impossible that such models could be carried out in practice. Mr. Dearnsey thought that putting a limit to the time of attending the Model Schools was putting a damper upon ability, and made an objection to the way in which First Class Certificates were granted to those "keeping" Schools under Third Class Certificates for five years. Mr. McIntosh said it was a mistake to say that the system of the Model Schools was a fixed thing, and that Teachers were bound to act strictly in accordance with the models there laid down. They were to adopt the principle only so far as practicable. He had found himself immensely helped by the experience he had gained at the Normal School. Mr. Fotheringham, while believing in keeping by the Laws laid down by the Board, was not quite in favour of the style of things with regard to the holidays. He thought the holidays ought all to be given in the Summer time, as many Boys, especially in the country, could attend only in the Winter time, and he thought they should be allowed to have as much advantage as possible. Mr. Alexander objected to the carrying out the limit time-table in its rigidity, and thought more should be left to the good sense of the Teacher, seeing that the state of perfection attained in a certain class was the best criterion of the time to be spent upon the subjects taught in it. He defended the Normal School, and said that only those who had had the advantage of being there could speak regarding it with authority. He also considered the value of the Model School very great. Mr. McCallum thought the Teachers should be allowed a little liberty with regard to the limit time-table. Mr. Glashan thought a matter which ought to have had more attention was to teach children how to learn; and he held that in this respect the limit time-table was no help. He defended Model Schools, and said their objects were not properly understood.

*High School Committee.*—Mr. Hunter moved the adoption of the following Report from the Committee on High Schools:—That the Teachers' Association would respectfully urge upon the early attention of the Legislature the complete reorganization of the Council of Public Instruction upon a representative basis; and that the Association would further urge the importance of the following provisions:—(1) That the Council include one or more properly elected representative of the following classes:—Masters and Teachers of Collegiate Institutes and High Schools, Masters of Public Schools, and Inspectors of Public Schools. (2) That the representatives of the several interests shall return to their constituents for re-election at intervals of time not exceeding three years. (3) That full Reports of the Council's proceedings be published in the *Journal of Education* after each Meeting, the various Resolutions and amendments proposed, having appended thereunto the names of the Movers and Seconders, the Yeas and Nays being, in every case of division properly recorded. (4) That an allowance for attendance and mileage be granted out of the Provincial Treasury to non-resident Members of the Council. Mr. Alexander moved that the Report of the Committee on Incorporation, and that the names of Mr. Hunter and the mover be added to that Committee.

*Public School Committee.*—The first clause in the Report recommended that an addition of lessons in Natural Science be made to the fourth and fifth Lesson Books;

but this was opposed in order to keep down expenditure in the new Books. But it was argued that this would cause the issue of a new Text Lesson Book, against which the Country would be certain to appeal. It was therefore negatived by an overwhelming majority. Clause second, also proposed to change the Text Books in order to have the meanings of words placed at the beginning of each lesson, as well as the Latin and Greek prefixes, roots, and affixes. This was also lost. Clause third was to the effect that the "Companion to the Reader" should contain some method of teaching the pronunciation of geographical and historical words. An amendment was moved that the pronunciation of the words referred to be inserted in the next edition of the "Readers." The motion and amendment were both lost. Fourth,—That every Text Book be placed for twelve months in five Schools in the District, to have its worth and utility tested before making its use general. After discussion, the clause was lost. Fifth,—That a Standing Committee of this Association be appointed, whose duty it shall be to examine the present authorized Text Books, and suggest any improvements in such; and further, that all new Text Books be brought under their supervision, funds being placed at their disposal to enable them to carry out in an efficient manner such duty. (Carried).

Mr. Johnston moved that Mr. Hunter, Mr. Campbell, and himself be appointed a Committee to wait on the Attorney-General, and represent the views of the Public School Teachers with reference to the Superannuation Fund, as expressed by this Association after discussion. The motion was carried.

It was moved by Mr. J. Campbell, seconded by Mr. Somerset,—That one insertion of the notice of the Annual Meeting of the Association be published in the principal daily and weekly papers in this City, at least one week before the meeting. Mr. McCallum moved as an amendment that the notice be inserted in *The Globe* only. Both the motion and amendment were ruled out of order.

It was also moved by Mr. Anderson, seconded by Mr. Glashan, That a Committee on Text Books during the forthcoming year be appointed.

*Reception of Delegates.*—From the Reports given by the Delegates it would appear that the local Associations they represented are in a flourishing condition and yearly gathering strength, both as regards numbers and public enterprise. The membership of these Associations varied considerably, some of them reaching one hundred. The number of Teachers represented by these Delegates was somewhere over one thousand. The attendance at the Convention has, this year, increased sixty per cent.

*Normal Schools.*—The first order of business before the meeting was Mr. Kirkland's Essay upon Normal Schools. The first Resolution he would propose to discuss in that Essay, was that no person should have a Certificate of any grade, unless they had some practical professional training. Mr. Kirkland put his Resolution in the following words:—"That as teaching is a profession as much as Law, Medicine, or Divinity, its Members require professional training; and that no person should receive a Certificate of Qualification to teach a Public School who had not received some professional training." The Resolution was carried unanimously. In the second place he proposed that one, or more, additional Normal Schools should be established as soon as possible. Even three Normal Schools would be far from meeting the wants of the Province. This was also carried unanimously. Third,—That in addition to the Normal Schools, there should be a Model School in each County, where Candidates for Third Class Certificates and others might receive a professional training under the supervision of the County Inspector. Fourth,—That a few Scholarships should be established in each Normal School, as in our Provincial University. Fifth,—With regard to Candidates for High School Masterships, he would recommend that after graduating they should be required to pass an examination on the methods of teaching and organization of Schools. To assist them in obtaining a knowledge of these subjects, a Lectureship should be established in the Provincial University, the Lecturer to be the Principal of a Collegiate Institute, or Grammar School Master of not less than five years standing. That the Term should be from January to April, and the Lecturer appointed only for one Term,

but may be re-appointed; and that the Examining Committee consist of the Grammar School Inspectors and the Lecturer for the Term. Mr. Kirkland's Resolutions were all unanimously adopted.

ADDRESS BY THE REVEREND DOCTOR ORMISTON, OF NEW YORK.

During the discussion of Mr. Kirkland's Resolutions on Normal Schools, the Reverend Doctor Ormiston, of New York, entered, accompanied by the Reverend Doctor Ryerson. He was called upon by acclamation to deliver, during the time he might have at command, a few words to the Members of the Association. In doing so he said there was a time when he knew almost every Teacher in the Province. He was still a Teacher himself, had always been, and regarded it as one of the noblest professions, if the duties were performed in the proper spirit. If the duties were performed perfunctorily, it was slow murder, and he knew of few men for whom he had less esteem than a Teacher so performing his duties. He warned them, if possible, not to wrong the sensibilities of the little ones. For a Teacher who had the proper care of the young ones committed to his, or her, charge, he had the profoundest reverence; it did not matter to him whether that person's hair was black, or golden yellow, or grey with long years of venerable service, nor could he expect each one thoroughly to apprehend all that was necessary for fulfilling the duties to the best advantage, for everyone was not endowed alike with that capacity,—let them have a true sense of their responsible duty. For himself, he was not now amongst them, nor could he say that he was actively engaged in their profession; but in heart, he again would assert he was still a Teacher. One of the very last duties he had performed in New York was to address, on invitation, about nine hundred young Ladies at the Normal School, and he was glad to see the Ladies so well represented on this occasion,—the whole of the nine hundred being engaged in preparing for teaching. He rejoiced in the privilege they bestowed on him. Of course, all the nine hundred young Ladies would probably not join the profession of teaching, but the great majority of them would. With regard to the time he had lived and laboured amongst them here, he might say he never lived and laboured anywhere else with more heart and soul than in the very Building in which he then spoke. He had devoted all his powers to it without reserve,—it was brain-work and heart-work both; he went about among the Students as if they were Brothers and Sisters. Seldom did any words fall from his lips except those of encouragement. With regard to the spirit in which they entered, or should enter, into their work, he said, in the first place, that mental culture was a very small part, though a necessary one, of the Teacher's attainments. Love for the work and the children would do more for a Teacher of smaller capacity than higher abilities would do for one lacking the proper spirit. Nothing was more required in successful teaching than proper relations with Pupils and fellow-labourers; but by all means with the children first. It would never do to appear harsh, or arbitrary, in their eyes. When the poor little fellow, trembling, was brought up, culprit-like, before an irate Master, how was he supposed to feel? Where was there redress to be found for the poor little fellow? There was no appeal against the decision of that Master. From School, many young Boys had thus been sent out to the world to pour upon their fellow-men at some day the revenge and anger they had treasured up in their hearts against such treatment; while in others it formed those habits of indifference and servitude to the wills of others which made them the ready tools of wicked and designing men. Find out rather each little nature from the bottom, and by the use of a large lump of loving kindness, cultivate and draw out its better parts. He did not suppose any Teacher there would wield the rod too much; but even that was not so bad as a scathing rebuke, which raised the rebel within terribly, which lived and grew until it had an opportunity of showing itself. Many a deep dyed villain has thus been bred at School. Be kindly in disposition to each. Bring out as much of kindness as is in them, for although it will never repay you here, or redound to your credit, remember the glorious crown it would bring at the



last day. He described a scene at San Francisco lately, when a hundred old Pupils rushed about him, and each remembered some way in which he had been connected with them in his duties as a Teacher; he would not have foregone the pleasure that scene had brought him for anything. He illustrated the power which kindness on the part of a Teacher may have on a Pupil's mind, after he has grown to manhood, by telling the story of a railroad Conductor and a Brakesman, who had recognized him on a train, and referred familiarly to little incidents that had occurred during his connection with them; such little kindnesses are not lost, they will come back by-and-bye, with a glorious return. So long as they were engaged in the work, let them enter into it with a deep sense of responsibility. Love the children, do their duty to them, and they would not fail to find a large reward. He hoped they would themselves return from this Convention with kind feelings to each other. It was true, and he was sorry it was, even with regard to Ministers, notwithstanding the sacredness of their calling, that they sometimes went away from their Conventions with feelings of jealousy and envy; that they sometimes descended to detraction and accusation, and that it all generally arose from misapprehension. He trusted they would avoid that. Let them each love their neighbour Teachers, and do not find fault with them, although they do not act just as you do yourselves. Your own way may be best for you, and perhaps for you only; and no doubt each will succeed in their own way. Avoid the Chinese shoe, not only on your foot, but in your nature. Systems and rules, and order might be very good in their place; to put them in force with too great strictness was wrong. He liked the hub-bub of earnest work, and the restless muscle that will yet remove mountains. This was his former opinion, and had not changed his ways yet; he had grown older, but he had also grown the more loving and forgiving the older he had grown. He could find twenty reasons for forgiving a fault now for one that he could have found fifty years ago. He advised them to cultivate a large, liberal and forgiving spirit. He hoped that in this Convention they had found some things to show them their duty. Might the young Canadians bless them for what they had been enabled to do for their Country. Doctor Ormiston then referred in terms of respect and admiration to Doctor Ryerson, who, he said, had been the means of enabling him to do what good he had done in his humble way, and under whom he had studied in Victoria College. In referring to Doctor Ryerson, he said:—

The Teacher has a reward peculiar to this work,—a living, lasting memorial of his worth. The feelings of loving reverence which we entertain for those who have awakened our intellectual life, and guided us in our earliest attempts at the acquisition of knowledge, are as enduring as they are grateful. I shall never forget, as I can never repay, the obligations under which I lie to the venerable and honoured Chief Superintendent, Doctor Ryerson, not only for the kindly, paternal greeting with which, as Principal, he welcomed me, a raw, timid, untutored Lad, on my first entrance into Victoria College, when words of encouragement fell like dewdrops on my heart, and for the many acts of thoughtful generosity which aided me in my early career, and for the faithful friendship and Christian sympathy which has extended over nearly thirty years, unbroken and unclouded, a friendship which, strengthened and intensified by prolonged and endearing intimacy, I now cherish as one of the highest honours and dearest delights of my life; but especially for the quickening, energizing influence of his instructions as Professor, when he taught me how to think, to reason and to learn. How I enjoyed the hours in his Lecture Room,—hours of mental and moral growth never to be forgotten! I owe him much, and but for his presence here to-day, I would say more of what I think and feel of his character and worth. He has won for himself a place in the heart of many a young Canadian, and his name will be ever associated with the educational advantages and history of Ontario. May he be spared for many years to see the result of his labours, in the growing prospects and success of the Common Schools and educational Institutions of this noble and prosperous Province, whose best interests he has patriotically done so much to promote.

Doctor Ormiston declared his own decided attachment to Canada, even although he lived in another land, and finished by asserting that he could never learn to love any other land better.

*School Accommodation.*—Mr. Fotheringham drew attention to the very unsatisfactory accommodation provided in various Schools to the serious detriment of the children's health, as well as to the proper discipline of the School. He said the Trustees appeared to be perfectly willing to do anything in accordance with the Law, so long as it did not cost them anything; but when that came to be considered, the matter was changed. He said the Law required only nine square feet of room and one hundred cubic feet of air to each Scholar, which was less by many times than was allowed to every Soldier in the British Army. He moved that the following Resolution be submitted to Doctor Ryerson by the presiding Officer:—"That in the opinion of this Convention the School Accommodation required by the new School Law is under, rather than above, that demanded by health and comfort, as well as the proper organization and discipline of our Schools." The motion was seconded by Mr. McAllister, and unanimously agreed to.

#### PROCEEDINGS OF INSPECTORS' SECTION OF THE ONTARIO TEACHERS' ASSOCIATION.

*Uniformity in Marking Subjects in Teachers' Certificates.*—Moved by Mr. McCallum, seconded by Mr. Brown, and resolved,—“That the Central Board be called to the desirability of securing greater uniformity in marking the subjects on Teachers' Certificates and other matters connected with the Examination, and that the following Gentlemen be appointed a Committee to arrange the matter and report:—Messieurs Scarlett, Elerham, Smith, Miller, and the Mover and Seconder.”

*Marking Work and Deportment in the Public Schools.*—Moved by Mr. Platt, seconded by Mr. Smith, and resolved,—“That Messieurs Brebner, Johnson, and Platt be a Committee appointed to suggest a system of marking Work and Deportment in the Public Schools.”

*Public School Regulations.*—Mover by Mr. J. C. Glashan, seconded by Mr. Somerset, and resolved,—“That Messieurs Fotheringham, McKinnon, and the Mover and Seconder be a Committee to examine the Regulations of the Council of Public Instruction passed under authority of Clause 4, Section 119 of Common School Act of Ontario, and to report those they consider beneficial with a view to the collection of such Regulations in a School Law Amendment Act.”

*Report of Committee on Marking Work and Deportment.*—Your Committee beg leave to suggest with reference to a system of marking in Public Schools, that a simple plan be insisted upon in every School by the various Inspectors, with the object of securing the regular and punctual attendance of the Pupils, showing their general standing, and thus enlisting the interest and co-operation of the Parents; and that a Committee be appointed by this section of the Association, to devise and mature a thorough scheme for general adoption throughout the Province, and report the same at our next Annual Session. The Report was adopted, and the Committee re-appointed.

The Committee on General Regulations reported only one Resolution respecting School Accommodation, which was referred to the general body and carried unanimously.

*Report of Committee on Examinations.*—Your Committee respectfully suggest that the following method be adopted in marking Certificates, videlicet:—

1st. That the scale be from one to six,—one the highest, and six the lowest.

2nd. That marks be allowed as follows:—

From 85 to 100 = 1;

From 55 to 70 = 3;

From 25 to 40 = 5;

From 70 to 85 = 2;

From 40 to 55 = 4;

From 1 to 25 = 6.

In amendment to the above, it was moved by Mr. Fotheringham, and seconded by Mr. McKinnon, and carried by a small majority, that the percentage obtained by the Candidate in the various subjects be inserted instead of the marks, 1, 2, 3, 4, 5, 6.

3rd. That no Candidate receive either Third, or Second, Class Certificates who does not receive in the Third forty per cent., and in the Second fifty per cent., in each of the subjects of Reading, Spelling, Arithmetic, and Grammar.

4th. That the Examination of the subject of Composition be enforced, and a time appointed on Programme of Examination for such a subject. The Central Board shall prescribe subjects and attach values.

5th. That Board of Examiners be required to examine first the papers on the following subjects:—Reading, Spelling, Grammar and Arithmetic, and that they be empowered to omit sending all further papers of any Candidate who fails in any of the above subjects.

6th. That separate values be given to Reading and Spelling.

7th. That Mensuration be joined to Euclid instead of Arithmetic, and that no distinction be made in the examination of male and female Candidates.

8th In examining Dictation,—(1st) That punctuation be not considered; (2nd) That each mis-spelled word in Third Dictation be reckoned 3, and in Second 5, and that the sum of such mistakes be deducted from the total value of paper, and so marked in column; (3rd) That all words incorrectly spelled in all other subjects be counted one-half mistake, and that the sum of such be deducted from the value assigned to spelling.

Report as amended was carried unanimously.

## CHAPTER XIV.

### REPORT AND ESTIMATES FOR THE MAINTENANCE OF THE EDUCATIONAL DEPOSITORY, 1872-73.

#### I. LETTER TO THE PROVINCIAL TREASURER FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to state that owing to the unprecedented demands for Maps, Apparatus and other School Requisites which has existed this year among the Public Schools, under the operation of the new School Act, the sum provided in the Estimates for this service has fallen short by about \$5,000.

When these Estimates were submitted to the Treasurer of the Province in January last, I urged that it would be necessary to provide a sum for these objects of at least \$43,000; but, as the Treasurer had some doubts on the subject, he only recommended that \$38,500 should be inserted in the Provincial Estimates for this service. Of the \$43,000, for which I asked, I expected to be able to return to the Treasury, (in sums to be received from local Municipal and School Corporations) at least about \$25,000—leaving only about \$18,000 to be really provided out of the Provincial Treasury for this most important service. I also expected to be able to send out to the various Schools scattered all over the Province, articles to the value of at least the sum asked for, (\$43,000). But the result of the year's operations, thus far, (for ten months,) shows that I was quite below the reality in my estimate of the unusual prosperity of this part of our operations. For instance, the whole amount received from local School and Municipal Corporations, etcetera, for School Requisites, and transmitted to the Treasury Department for the ten months of last year, ending on the 31st of October, was \$16,317. For the ten corresponding months of this year, the amount thus received, and transmitted to the Treasury has been \$24,553—being an excess over last year of \$8,235. The total value of Maps, Apparatus, Library and Prize Books, and other School Requisites sent out during the same ten months of 1871, was \$28,474, while the



value of those sent out for the same period this year has been \$44,117, or \$15,642 in excess of last year. In other words: of the \$38,500 voted this year by the House of Assembly for this Special Service, I have already returned in ten months \$24,553, and expect, by the end of the year, to return nearly \$35,000—(the receipts for November and December of last year being over \$6,000). And, for the \$38,500 placed at my disposal by the Legislature, I have already sent out Maps, Apparatus, Library and Prize Books and other Requisites to the value of \$44,117; and I expect, by the end of the year, to send out articles to the total value of over \$50,000, or \$12,500 worth more than the sum voted by the House last year.

Owing to the unusual demand, (which I have already explained), the Department is, as is customary, under contract in advance this year, and has been obliged to order articles to supply that demand which will involve an additional expenditure of at least \$5,000, over and above the sum of \$38,500 already provided, which sum, I may say, is now entirely expended. The principal amounts now due, and for which no funds are available are:—Messieurs Hunter, Rose & Co., \$997, for Tablet Lesson Sheets; Messieurs Copp, Clarke & Co., for Maps and Cards, nearly \$2,000; Mr. C. Potter for Apparatus, about \$800; sundry persons, about \$1,200, total \$4,997.

In addition to the sums received, and sent in to the Treasurer, for the ten months of 1872 ending on the 31st of October, I may state that \$9,663 more were sent from the Fees of the Model Schools and subsequently Superannuated Teachers,—making in all the sum of \$44,246 remitted this year, thus far to the Treasury, as against \$26,527 remitted for the corresponding period of last year, and within \$754 of the \$45,000 which I had estimated to have been able to send in to the Treasury, from all sources,—for the entire twelve months of 1872. For convenience, I will briefly recapitulate the facts which I have stated in this letter:—

The amount asked for this Service in January last was .....	\$43,000
The amount provided in the Estimates was .....	38,500
The additional amount of the estimated expenditure required, as explained above, will be .....	5,000
The amount received in the Depository from local parties, and sent into the Treasury during the last ten months was .....	24,553
The amount received in the Depository from local parties and sent in to the Treasury during the corresponding months of last year was .....	16,317
The sum which we expect to send in this year will be about .....	35,000
The value of articles sent out from the Depository, during the ten months of 1872, was .....	44,117
The value of articles sent out from the Depository during the corresponding period of last year was .....	28,475
The estimated value of articles to be sent out for the entire year of 1872 will likely be .....	50,000
The whole sum sent in to the Treasury by the Department from Depository, Normal School and Superannuated Teachers, during the ten months of 1872 was .....	44,246
(Or within \$754 of the sum estimated to be sent in for the whole twelve months.)	
The whole sum sent in to the Treasury by the Department for the corresponding period of 1871 .....	26,527

In view of the facts stated, therefore, and to enable the Department to pay the amount of the customary Contracts already entered into for this year, I respectfully request that His Excellency, the Lieutenant Governor-in-Council will be pleased to direct that, out of the \$50,000 granted this year for "Unforeseen and Unprovided items" the sum of \$5,000 may be set apart, so as to enable the Honourable the Provincial Treasurer to pay the Accounts to be certified to him for Depository Service.

More than this amount, or probably over \$6,000, as I have explained, will be sent in to the Treasury by this Department, over and above the sum estimated as the receipts of 1872, as intimated to the Honourable Alexander Mackenzie, the late Treasurer, and mentioned on page 26 of his published "Speech on the Financial Position of the Province of Ontario, delivered in the Legislative Assembly, on the 21st of February, 1872."

TORONTO, 7th November, 1872.

EGERTON RYERSON.

## II. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of 7th instant, and will recommend to His Excellency-in-Council that the sum of \$5,000, to be appropriated out of the "unforeseen and unprovided" item in the Estimates be granted in addition to that placed in the Estimates for Maps, Apparatus, and other school requisites.

TORONTO, 11th November, 1872.

ADAM CROOKS, Treasurer.

## III. THE CHIEF SUPERINTENDENT OF EDUCATION TO HON. PROVINCIAL TREASURER.

### ESTIMATE OF DEPOSITORY SERVICE FOR 1873.

In compliance with your request conveyed in the Letter of Mr. Harris, your Accountant, I herewith transmit the Estimates which I have prepared for the Educational Service of the Depository Service of the Department for the year 1873.

The Depository has always been more than self-supporting, including the Salaries of its Officers. The Receipts from the Depository paid into the Provincial Treasury this year will not be less than \$35,000, and will probably considerably exceed that amount in 1873; while the publications sent out from it to various parts of the Province, will amount this year to not less than \$50,000, and will doubtless much exceed that amount in 1873. . . .

### ESTIMATES FOR DEPOSITORY SERVICE, 1873.

*Maps, Apparatus, Library and Prize Books* ..... \$50,000

Note. The receipts from the Depository paid into the Provincial Treasury amounted, in 1872 to \$33,824.28.

#### (n) *Educational Depository Salaries and Contingencies, 1873:*

1 Salaries of nine Clerks and Caretaker .....			\$4,495 00
(2) <i>Contingencies:</i>			
Postage .....	\$450 00	Packing paper, twine,	
Stationery .....	485 00	nails, etcetera .....	350 00
Fuel, Water and Light. ....	525 00	Shelving, fixtures, and	
Printing Forms and Circulars .....	375 00	painting .....	325 00
Printing new Catalogue (revote) .....	400 00	Furnishings and petty	
Expenses of Purchases, and revising arrangements in England ...	675 00	repairs .....	475 00
			<hr/>
			\$4,060 00

TORONTO, 6 December, 1872.

EGERTON RYERSON.

## IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to state that the demand for Maps and Apparatus this year promises to be so much greater than I anticipated, when I framed the Estimates for

the Department last month, that I would respectfully recommend that the sum mentioned by me under the head of "Maps, Apparatus," etcetera, be increased from \$45,000 to \$50,000.

Of the \$43,000 received for this service in 1872, the sum of \$31,868 was returned to the Treasury Department during that year (as against \$23,196 returned during the previous year), leaving the net sum distributed to the various Schools in the shape of Maps, Apparatus and Books in 1872 at \$12,132 only.

The total value of articles sent out from the Educational Depository during 1872 was \$57,072, including those previously in stock, and those purchased in 1872, being articles to the value of \$14,078 more than the gross grant of \$43,000 made last year.

Of the \$50,000 now asked for, it is probable that \$35,000 may be received and returned to the Treasury Department during 1873, leaving only a net sum of \$15,000 to be really provided for.

TORONTO, 21st January, 1873.

EGERTON RYERSON.

#### AIDS IN THE EDUCATIONAL DEPOSITORY FOR THE TEACHING OF ELEMENTARY SCIENCE IN THE GRAMMAR AND PUBLIC SCHOOLS.—THE DESIRABILITY AND VALUE OF LOCAL MUSEUMS.

The School Act of 1871 having made provision for the teaching of Elementary Science in the Grammar and Public Schools of Ontario, it was considered desirable that there should be procured and kept in the Educational Depository in addition to a great variety of Books for Prizes in the Schools, a choice selection of very useful and instructive Educational Objects, Illustrations of Useful Arts, Models and even Games, constructed on scientific principles. Many of them embodied the true idea of "philosophy in sport, made science in earnest," and to the young mind they present important truths in a most simple and attractive manner.

It was also felt that in many of our Public and High Schools, Boys are found to whom a Book would be a much less valued Prize than some Object which would gratify his laudable curiosity, and stimulate his zeal for knowledge, as well as his desire for inquiry into the "reason and nature of things." For such Pupils some of the best of the numerous Scientific Models, Illustrations and Objects have been procured,—from which a selection may be made by Trustees and Teachers, who know the tastes and peculiarities of those for whom it may be most desirable to obtain such prizes as well as the extent of the teachers in Elementary Science in the Schools.

It has long been thought by the most experienced Educators, wise and judicious thus to cultivate this spirit of inquiry and observation in Boys and young people in our Schools. In the opinion of many Scientific men, (as expressed by Agassiz), it is there in the School that the true educational idea of Museums is suggested, and it is there that it should be stimulated and fostered in every possible way. There is no reason why, in certain localities in Ontario, where Fossils and Minerals are abundant, the Pupils should not be encouraged to make small collections for their Schools. Whether the Pupil can sufficiently appreciate the distinction between the specimens he may collect, so as to classify them, is not so material at first. He would naturally separate the different kinds he would collect; and under the direction of the Teacher he could arrange them all nicely on the shelves of the little School Museum. In every locality objects of Natural History, such as Beetles, Insects, Leaves, Flowers, Minerals, etcetera, might, be collected in their seasons on Saturdays, and arranged for the amusement and instruction of both Pupils and Teachers. It is surprising too how rapidly these small School Collections grow where the interest of the Pupils in such matters is stimulated and encouraged by the intelligent Teacher, aided by the Trustees. The promise by the latter of such a prize as a Pocket Microscope, a Magnet, a Prism, a Compass, or other Object, would have a wonderful effect upon the industry of many a now undeveloped "Insect hunter," and Leaf or Old Flower gatherer, and would lay the foundation of many a now non-existent School Museum, which might be made to develop into the



lasting source of great pleasure and profit to a neighbourhood. Boys are naturally curious and observant; and it is a great loss to a School, and a misfortune to such Boys early in life not to turn such instincts to practical account and utilize them for the benefit of themselves and others. Thousands of young men would, in after life, under God's blessing, be saved from many a snare and temptation were their undeveloped tastes and instincts directed by teaching and encouragement into such simple Scientific channels as these while at School. Many an "idle hand" would be saved from the "mischief" to which they are so prone; and many a valuable contribution to Scientific research might thus owe its first idea to the stimulated curiosity of a School Boy in many of our rural Sections. That this is the feeling in other Countries, may be gathered from the fact that in England, France and Germany, the ingenuity of manufacturers has of late been largely directed to the preparation and construction of the numerous Scientific Toys which are now so largely used in these Countries.

Few persons have any idea of the amount of capital employed in the manufacture of Educational Toys, and of the Scientific ability that is devoted to their production. Those who have read that delightful little work by the late Doctor Paris, "Philosophy in Sport made Science in Earnest," must have been struck with the extent to which Scientific principles enter into the construction of even our ordinary Toys. The Kite, the Spinning-top, the common leather Sucker and others form the most lucid examples of many of the fundamental principles of Science that have been used for purposes of instruction by the best Teachers, both in their lectures and their writings. No man ever succeeded more perfectly in making Science popular and simple, both with old and young, than the late Doctor Faraday, and those who have read his published Lectures will remember that no man ever used common Toys more freely as illustrations. Of late years the tendency has been to embody the highest Mechanical and Scientific knowledge in the construction of Toys. Chemistry has been laid under contributions for Serpents' Eggs, Magic Photographs, Magic Ferns and other strange devices, while Mechanics have given us various automatons and other amusing objects. The influences of this tendency upon the minds of the youth of the present day can hardly fail to be most beneficial.

Professor Owen, Director of the Natural History Department of the British Museum, in speaking of the value of pictorial illustrations, to the Editor of "The Parlour Menagerie," says:—"The early love of Nature, especially as manifested by the habits and Instincts of Animals, is common to a healthy Boy's nature. 'The Parlour Menagerie,' or other work, so singularly full of interesting examples, culled from so wide a range of Zoology, and so fully and beautifully illustrated, cannot fail to be a favourite with the rising generation,—and many succeeding ones,—of Juvenile Naturalists. When I recall the 'Description of 300 Animals,' (including the Cockatrice and all Pliny's Monsters), which fed my early appetite for Natural History, I can congratulate my Grandchildren on being provided with so much more wholesome food through your persevering and discriminating labours."

## CHAPTER XV.

### RETURNS ORDERED BY THE HOUSE OF ASSEMBLY, 1872, 1873.

NOTE. In 1872 and 1873, Returns were ordered by the House of Assembly of Correspondence on a great variety of subjects, between the Chief Superintendent of Education, and the Ontario Departments of the Executive Government.

Of the Correspondence asked for in these Returns, I find that the portion of it of public interest, which took place in 1871 has already been included in the records of that year, as printed in this History.

That portion of the Correspondence of 1872, which was chiefly of a special character and which took place between the Chief Superintendent of Education and,—

(1) The President of the Executive Council; (2) the Provincial Treasurer; (3) the Provincial Secretary; and (4) the Minister of Public Works, I have arranged in these four divisions, and insert it in this History in that order. The remaining portions of these Returns deal with specific subjects and as such have been arranged not only in a consecutive and chronological form, but also classified according to the various subjects to which they refer.

A large portion of the Correspondence relates to the proceedings and Regulations of the Council of Public Instruction, and that I have inserted in sections relating to the special subjects discussed, so as to give it a degree of completeness. At the beginning of the Correspondence the Government laid it down as a rule that the replies must emanate from the Council itself, and not from the Chief Superintendent. The consequence was that the replies of the Council, although drafted by the Chief Superintendent and submitted for the approval of the Council, were signed by the Clerk of the Council. The Chief Superintendent, however, in each case, transmitted each reply to the Provincial Secretary, or to the party concerned.

A great deal of this Correspondence with each Department of the Executive Government referred to matters of routine, administrative and purely local and temporary affairs. I have not therefore inserted separately each of these classes of subjects, and thus I was able, very materially, to reduce the number of letters and documents which form part of this very voluminous correspondence. To me, in going over this very extensive correspondence, it was a matter of surprise why such an indiscriminate mass of Correspondence should have been asked for by the House of Assembly. I have carefully eliminated such as I considered of no public interest, or importance, and have condensed several of the Letters inserted as well as have omitted various documents enclosed in Letters as they have already appeared in these Volumes.

#### PART I.—CORRESPONDENCE WITH THE HONOURABLE EDWARD BLAKE, PRESIDENT OF THE COUNCIL.

##### I. FROM THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I enclose you a Letter from the Clerk of the Township of Brant, which you will observe states a difficulty with reference to School Sections, and asks that the matter should be laid before you. I shall be glad to receive any observations that you may think fit to make on the question and communicate them to Mr. Sullivan, whose Township Council. I am aware, from personal communication, is anxious to have an early disposition of the matter.

TORONTO, 9th January, 1872.

EDWARD BLAKE.

ENCLOSURE.—As I agreed, I send you a statement of our School Section. The reason of the changes being called for in the first place, was the incorporation of Walkerton, as a Town, which left the County portion of the School Section, Number 2, without

sufficient School Accommodation, the Town having children enough for its School Accommodation.

The Council then called for a Delegate to be sent from each portion representing the wants of the Section. The Delegates from across Saugeen River, (*i. e.*, the Section west of the River), reported that their people, as a majority, wanted no change. Those east of the River did ask for changes to be made; you will understand that the River itself makes the great difficulty in forming Sections of an equitable size and shape. The Council then asked me to get up Maps of the Township and give them to some parties who wished to try their hands at getting up School Plans. Two of those Plans left a portion of the Township, about 600 acres, without any School Accommodation, and none could be adopted. Another Plan, which I assisted in getting up myself, did accommodate the whole Township, but not a majority of its Council. The School Committee then got up a Plan in which there are some strange irregularities, but it suited themselves, and so it was advertised and passed by the Council on the 21st day of December.

Please to lay the matter before the Reverend Doctor Ryerson, and ask him to assist us out of the difficulty. Would Doctor Ryerson advise us to lay a protest before the County Council at once, or leave the matter to be dealt with by the Township Council?

MALCOLM, January 6th, 1872.

DANIEL SULLIVAN, Township Clerk, Brant.

## II. REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 9th instant, enclosing one from Mr. Daniel Sullivan, (which I herewith return), of the Township of Brant, stating certain difficulties which have arisen in the changes of the boundaries of School Sections in that Township, caused by the incorporation of Walkerton as a Town.

In reply I may remark that this is one of the many hundreds of disputes which have arisen in the formation and alteration of School Sections in Townships, all of which would disappear if the people would consent to have Township Boards of School Trustees.

I have never had authority to interfere in such a matter, except by way of friendly advice. It is impossible for any other than a local tribunal to judge of the statements and comparative claims of differing parties.

Great jealousy has been felt as to any body out of the Township being invested with power to decide on any such matters; but I sought to provide a remedy for such cases as Mr. Sullivan represents by the 16th Section of the School Act of last year.

In the matter which Mr. Sullivan states, two courses are open to the complaining parties. One is to get the Township Council of the present year to repeal the By-law passed by the Council of last year, but the repealing By-law cannot take effect before the 25th of next December. The other course is for the parties aggrieved to appeal to the County Council, as provided in the 16th Section of the School Act of last year.

It will be observed, that if the Trustees, or any five Ratepayers of individual Sections appeal, the decision of the Committee appointed by the Council to confirm, or disallow, the complained of By-law, may take effect immediately, but, if the object be to rearrange the School Sections generally as provided in the latter part of the same Section of the Act, the decision cannot take effect before the close of the year,—at the same time that a repealing By-law of this year's Municipal Council would take effect.

In the meantime there are no means of preventing Trustees of School Sections as they now exist, from proceeding to erect School Houses if they think proper to do so.

TORONTO, 10th January, 1872.

EGERTON RYERSON.

## III. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am in receipt of your Letter of the 10th instant, touching Brant School Sections. It seems somewhat anomalous that a Township Council which is expiring should be able,



in the third week in December, to pass a By-law taking effect immediately, while the new Council, elected perhaps on that very question is unable to prevent the obnoxious By-law from taking effect, or expense being incurred under it. I beg to suggest that this state of things indicates the propriety of some change in the Law; and if you concur in this view, I shall be glad to learn what change you would propose.

TORONTO, 11th January, 1872.

EDWARD BLAKE.

#### IV. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT.

I have the honour to state in reply to your Letter of the 11th instant, that the question to which you refer has been attended with more difficulty and trouble, (including Union School Sections), than any other connected with the administration of the School System. This will appear from my remarks in submitting the Draft of the 16th Section of the School Bill of last Session, and which I herewith enclose.

The reasons for not having alterations in School Sections take place before the end of the year was to prevent the calculations and engagements of the Trustees of a School Section being disturbed until the completion of their year's labours; but it was not supposed that the Members of any Township Council would, on the eve of their expiration of office, do as the Members of the Municipal Council of Brant are alleged to have done. But I have always found myself mistaken, when I have accepted, without reserve, the representations of one party in such a dispute without waiting to hear the representations on the other side.

Mr. Sullivan has one theory, and is clearly of one party in the matter, and the recent elections in the Township of Brant may have turned largely, if not wholly on other issues than that of the alteration of the School Sections.

You will observe, that in the case of every aggrieved School Section that may complain to the County Council, the decision of the Committee takes effect immediately, disallowing the By-law as far as each of such School Sections is concerned.

I have at times strongly leaned to the proposal of having the whole work of forming and altering School Sections placed in the hands of County Councils through a Committee as that appointed to settle questions of complaint; and much may be said in favour of such an arrangement; but I have been unwilling to take away from Township Councils a power which upon the whole has been beneficially exercised.

I think the most simple and perhaps least objectionable remedy for the evil to which you refer, is a provision not permitting a Township Council passing a By-law, after April, in any one year, to alter the boundaries of any School Section. This would prevent such changes from being sprung upon the people, and afford dissatisfied parties an opportunity to appeal to the County Council at its June Session, and the decision of any Committee of its appointment, whether in case of an individual Section, or the revisals of all the Sections of a Township, could be made in July, or August, so as to give ample notice, and would take effect at the close of the year and before any obnoxious By-law could go into operation.

I have been anxious to get release from work which oppresses me more than in former years, rather than have anything further to do with any School Legislation, but if you think an immediate remedy should be provided for the evil which has been brought under your notice I think certain other matters connected with the present School Law should be taken into consideration. Mr. McKellar has had much experience in School matters, and I think Mr. McKenzie has also had some experience of the same kind. I am willing to confer with you, Mr. McKellar and Mr. McKenzie, on the subject at any time and place you may appoint; and you will then, of course, decide as you shall judge best upon any future proceedings you shall deem expedient.

TORONTO, 12th January, 1872.

EGERTON RYERSON.

## V. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge receipt of your Letter of the 12th instant.

The suggestion which you make as to the mode in which the Law should be changed was among those which had occurred to myself upon that subject and is probably the best.

With reference to your proposal as to the consideration of some other Amendments to School Legislation, it is not my desire to propose for the consideration of the House this Session any such legislation, unless it is required at this juncture. I rather infer from your Letter that you do not consider that there are any matters which are urgent; but if I am mistaken I shall be glad to learn from you any points on which you think legislation urgent, and will then submit them to my Colleagues, and if necessary arrange for the interview which you propose.

TORONTO, 15th January, 1872.

EDWARD BLAKE.

## VI. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 15th instant, and thank you for the courtesy of the remarks which it contains. Having conferred with Doctor Hodgins, the Deputy Superintendent, on the whole subject of your Letter, we are of opinion that any legislation affecting the School Law had better take place during the present Session. The School Act and Regulations of last year have been successful in giving an elevating and onward impulse to the whole School System beyond my anticipations, but, in so great changes, or rather in so great a forward step, I felt that defects and weak points might be developed which would require remedy. Therefore, instead of having the School Acts and Regulations printed in official form, I made no use of the \$650, voted last Session of Parliament for that purpose, but had the Acts and Regulations printed in the *Journal of Education*, requesting the Inspectors of both High and Public Schools to observe carefully the application and working of every Section of the Act, every Regulation, and every part of the Programme of Studies, not only in Cities and Towns, but in the rural Sections especially, and to transmit me the result in special Reports at the end of the year, so that we might revise and mature the whole before final publication in an official form. I have received many of these reports; and I am glad to find fewer defects and difficulties in the way of accomplishing what I had proposed than I had feared. But the test of experiments has shown some omissions and defects in the School Law, for which it is desirable to provide a remedy. Doctor Hodgins has, at my request, prepared a Memorandum, suggesting certain amendments in the Law. I do not quite concur in all of his suggestions; but I enclose his Memorandum with certain Letters accompanying it for your consideration. It will serve as a basis for considering the subject, which I shall be prepared to confer upon at any time, and in any manner you may desire. The School System has always been considered as much the property and work of one party as of another. That common proprietorship and co-operation was partially disturbed last Session of Parliament. I am anxious that it should be fully restored, and maintained, especially as from frequent though brief attacks of illness, I can make no calculations for the future.

TORONTO, 17th January, 1872.

EGERTON RYERSON.

ENCLOSURE.—MEMORANDUM ON AMENDMENTS TO THE SCHOOL LAWS OF ONTARIO, RESPECTFULLY SUBMITTED TO THE CHIEF SUPERINTENDENT BY THE DEPUTY SUPERINTENDENT.

NOTE.—As the new School Law, which gives life and vigour to our whole School System, is only now fairly in operation, it is highly desirable at the very earliest time to remedy the defects in it which are pointed out in this Memorandum.

1. *Alterations of School Section Boundaries.*—The 16th Section of the Act of last year might be amended, so as to prevent the outgoing Township Councils from altering

the Boundaries of School Sections at the close of the year,—often a few days before such alterations take legal effect. This power should not be exercised later than in April of each year, so as to give time for appeal to the County Council at its June Session. The Committee appointed by the Council could then revise the Boundaries, or otherwise settle the dispute in July, or August, and give ample notice of the fact some time before the close of the year, so that all parties concerned could prepare for the change. Township Councils are now restricted to their August meeting, in their levy of Rates for Trustees.

2. *School Sites—Restrictions as to Orchards, etcetera.*—The 17th Section of the same Act might be made declaratory to the effect that it does not apply to the enlargement of School Sites selected before the passing of the Act, as all sales of School Sites, up to that date were voluntary. Many owners of land taking advantage of the wording of the Act, refuse to allow Trustees to enlarge their present Sites when they are within one hundred yards of the Orchard, House, etcetera. Some have even put up shanty Houses, at a nominal rent, so as to take advantage of the Law as it now stands.

3. *Township Board of Trustees.*—The 14th Section of the same Act might be amended so as to provide that School Sections which have erected good School Houses of a certain valuation to be determined, should be exempted from taxation for new Houses in other parts of the Township, where this had not been done. It might be well to consider whether it would not be better further to amend the Law, so as to authorize two or three of the existing School Sections, (according to the size of the Township), to unite and elect one member to the Township Board, to retain the existing Boundaries, (subject to alteration by the Board), for taxation purposes, but to abolish them so far as they now restrict the right of each Rate-payer to send his child to the School of the Section in which he pays School Rates. In the Report of the Chief Superintendent, (about to be laid before our Legislature), the success of the Township Board system is fully referred to.

4. *Issue of Debentures by Trustees.*—The disputed question as to the authority of Trustees to issue Debentures, or give notes of hand should be settled. As the Law now stands the Township Council may authorize Trustees to borrow money for the purchase of Sites, or the erection of School Houses; if the Council does so, it must cause to be levied on the Section concerned in each year, (for a term of years, as agreed upon), a sufficient sum to pay principal and interest. Judge Morrison in a legal decision says that the Council "should provide the means for securing repayment of the amount borrowed by levying." Some Councils refuse to issue Debentures and say the Trustees should do so; but no such authority is given to Trustees by the Act as in the case of Municipal Councils. Besides, if the Trustees do issue Debentures, their Section may be broken up by a Township Council, by a Committee of the County Council, or by the Reeves and Inspectors, and the Corporation dissolved before the Debentures, or Notes mature, which cannot be done in the case of a Township Corporation. The only apparent exception to the Law, as stated is that provided for in the 276th Section of the Municipal Institutions Act. This Section authorizes Trustees to borrow Clergy Reserve moneys from a Township Council, and to pass a By-law for its repayment, rate of interest, etcetera. Trustees have nowhere else power given to them to pass By-laws and, even in this case, a By-law can scarcely be called a Debenture, although it might possibly take that form. Even if Trustees can issue Debentures, or give Notes, the Law makes no provision for repayment by them of the Debenture, but requires the Township Council to levy a Rate in each year for its repayment.

5. *Teachers' Second Class Certificates.*—The 12th Section of the new Act might be amended so as to provide for the giving of Second Class Certificates, by the Council of Public Instruction, as these Certificates are by Law Provincial in their character, and it is somewhat anomalous to give to a County Board only, and not to the Council of Public Instruction, these quasi Provincial powers over Teachers' Certificates; it might be advisable also to dispense with City Boards of Examiners. Experience has shown



that in Toronto, Ottawa and Kingston few, if any, Candidates presented themselves for examination. In Hamilton and London quite a limited number came up for examination. It seems a needless expense to pay five Examiners at least \$2.00 a day and expenses, for two weeks, merely to examine half a dozen Candidates, while in the same City a County Examination of the same kind is being held. In case the City Boards were dispensed with, the City Inspector might be made *ex officio* an Examiner of the County.

6. *High School Master and Assistant Teacher's Qualifications.*—Now that it is required that Assistants shall be employed in High and Public Schools, where the average attendance of Pupils is over fifty, it is suggested that the following provision be made in regard to their qualifications. No Assistant Teacher shall be employed in a High School who does not possess a legal Certificate "of Qualification, of any of the grades prescribed for Public School Masters and Assistants, or a Certificate that he is a Graduate, or an Undergraduate, in the Faculty of Arts of good standing in some University in the British Dominions." Provided that the 10th Section of the Grammar, (High), School Act of 1865 shall be amended, so as to read as follows:—After the word "Graduate," the words "in Arts" shall be inserted.

7. *Certificates of Teachers in Remote Places.*—There is no provision in the Law to meet the following class of cases reported by the Inspector of Frontenac:—

Other Inspectors also mention the same difficulties in new and remote Townships, where the Poor School Grant has stimulated the settlers to establish Schools. The Frontenac Inspector says:—"Only one person out of about twenty, to whom I gave 'permits' in the rear Townships, presented herself for examination at the late sitting of the Board of Examiners. She came 135 miles. . . . I cannot, according to the School Law, give a permit a second time to the same person." An addition might be made to the Act to meet the case, (as we do now in the case of Candidates who fail to pass the Examination), as follows:—

Upon the recommendation of the County Board of Examiners, the County Inspector may be authorized, (upon his Report of the facts to the Education Department), to examine and give special Certificates, from time to time, to Teachers in new and remote Townships, situated at least (forty or fifty) miles from the place of holding the County Examination of Teachers.

8. *Payment of County Examiners.*—Some County Councils are disposed to pay Examiners more than the Law allows them,—that is, the amount payable to County Councillors. The 16th Section of the School Act of 1860 might therefore be amended, so as to read as follows:—

Each of its Members, (*i. e.*, of County Boards), shall be entitled to the same, or such additional recompense for his time and expenses as are Members of the County Corporation, as may be determined by such Corporation.

9. *Appointment of High School Trustees.*—There is an apparent conflict between the old Law and the 40th Section of the Act of last year as to the right of Councils to appoint High School Trustees.

The old Law provides that one-half of the Board shall be appointed by the County Council, and the other half by the local Municipality in which the High School is situated. The 40th Section was only intended to apply to new High Schools, but it is general in its terms, and gives rise to doubts. To remove these doubts it might be well to enact that "after the year 1872, the appointment of High School Trustees shall, in each case, devolve in equitable proportions, as determined by the Chief Superintendent, upon the Municipal Councils, which, by the 36th Section of the Act, are required to raise "money for the support of the High Schools." Provided, also, that the Law and Regulations relating to High Schools shall apply to Collegiate Institutes until modified according to Law.

10. *Teachers' Superannuation Fund.*—To meet a special difficulty, the 43rd Section of the Act of last year might be amended, by making the following the first proviso:—

Provided always that the County, or School, Treasurer shall retain in his hands such semi-annual deductions from payments to male Teachers as may be certified to him by the Inspector, and pay over the same to the order of such Inspector at the close of each half year, provided further, etcetera. As the Law now stands, Treasurers say they have no authority to retain moneys while the Inspector is powerless to require it, or to ensure payment.

11. *General Remedial Power.*—To meet special cases constantly arising, I would suggest a clause that “the Chief Superintendent shall have authority to give instructions and to decide upon all cases submitted to him, the settlement of which is not otherwise provided for in the School Laws.” There is a provision of this kind in the Act of 1860, but it refers only to “disputes” and complaints.

TORONTO, 17th January, 1872.

J. GEORGE HODGINS, Deputy Superintendent.

#### VII. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge receipt of your Letter of the 17th instant, with its enclosure, which will receive the consideration of the Government in the course of a few days.

I observe, but do not feel disposed to discuss, your allusion to party politics, and to events which transpired during last Session.

TORONTO, 18th January, 1872.

EDWARD BLAKE.

#### VIII. THE CHIEF SUPERINTENDENT TO THE PRESIDENT OF THE COUNCIL.

I observe in the Reported Proceedings of the Legislative Assembly last night, that an Address was passed on the Motion of the Honourable M. C. Cameron, “Praying for a Return of all the Correspondence which has passed between any Member of the present Government and the Chief Superintendent of Education during the present Session.”

In the course of the proceedings you are reported to have said, “There was some Correspondence which related to changes in the mode of administering the Department, which was marked Private. This he, (Mr. Blake), could not bring down without due consent of the Chief Superintendent.”

In my last Letter to you, I gave my full consent to the publication of the whole Correspondence, as you might desire. I have only, therefore, to repeat without a moment's delay my full consent to laying before the Legislature any Correspondence which has taken place between you, and any other Member of the Government and myself, relating to the Department, or to myself, whether marked Private, or not; and I hope, as a matter of common justice to myself, that the printing of it forthwith will be ordered by the House, so that garbled extracts of it may not be obtained and used by certain Newspapers, while the whole Correspondence is not thus laid before the Public.

TORONTO, February 29th, 1872.

EGERTON RYERSON.

#### IX. THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed by Mr. Blake to say, in respect to your Letters upon the subject of the Address moved recently by Mr. Cameron, that the only papers Mr. Cameron desired were those with reference to proposed changes in School Legislation and in the Education Office, and, consequently, these alone were brought down in answer to the Address. But, in consequence of your Letter a further answer is brought down, containing all the Correspondence to be found in the various Departments up to the day of the Address, which is the latest day to which, in accordance with Parliamentary practice, a Return can be made.

TORONTO, March 2nd, 1872.

HENRY KINLOCK.

## PART II. CORRESPONDENCE WITH THE TREASURY DEPARTMENT.

## I. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to send herewith Certificates of various Accounts to be paid, so as to close up the Grant for the year for the following services:—

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. Libraries, Maps and Apparatus. | 3. Normal and Model Schools. |
| 2. Depository Contingencies.      | 4. Office Contingencies.     |

The following accounts are closed for the year, the Grant having been nearly all absorbed:—

- |                        |                                 |
|------------------------|---------------------------------|
| 1. Educational Museum. | 2. <i>Journal of Education.</i> |
|------------------------|---------------------------------|

TORONTO, 27th December, 1871.

EGERTON RYERSON.

## II. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I will feel obliged if you will, as soon as possible, inform me of the proposed mode of distribution of the sum of \$2,200, asked for in your estimate for the year's services for "Teachers' Institutes," and the objects for which the money is to be used. Is it simply intended as an encouragement to form such Associations, and do you intend to pay the amount as a matter of course on the formation of such Institutions?

With reference to the proposed increase from \$70,000 to \$72,000 of the Grant for High Schools, it seems to me the Grant is large in proportion to the amount given for Common Schools. I would be glad to know if you had any strong reasons for asking for the increase.

TORONTO, January 11th, 1872.

A. MACKENZIE, Treasurer.

## III. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL TREASURER.

I have the honour to state, in reply to your Letter of this date, that the appropriation made by the School Act passed early in the year 1850, "for the encouragement of Teachers' Institutes," was intended to assist in defraying the incidental expenses of such Institutes, such as the Accommodation, Stationery, Maps, Apparatus, and sometimes special Lectures, or Teachers, on special subjects. This is the mode in which they have been encouraged by public aid in the neighbouring States, where, in Massachusetts and New York especially, they have become an Institution, and almost a regular branch of the School System.

I never acted upon this provision of the Law but once, namely, in 1850. That year we dispensed with a Summer Session of the Normal Schools, and I got the two principal Masters of the Normal School to conduct Teachers' Institutes in the several Counties of Upper Canada.\*

But as there has been since then no proper classification of Teachers, or classified Programme of Studies, such as could be carried into effect, no local Superintendents competent to conduct such Institutes, or Teachers of sufficient and acknowledged eminence among their fellow Teachers to designate for that purpose, I have thought it would be useless and a waste of time and money to recommend them, and to aid in defraying their expense. But now there are experienced and distinguished Teachers as Inspectors, and others in each County of qualifications to assist in conducting such Institutes, and as several informal ones have been held with good results during the past few months, I have thought the time had arrived when their agency might be usefully introduced for improvement of Teachers, and especially in teaching those subjects of Elementary Science now required to be taught. Under these circumstances I recom-

\* In order to give full information in regard to the object and design of these Institutes, the Chief Superintendent issued a Circular in 1850 to local School Superintendents and Teachers on the subject, which is printed on page 190 of the Ninth Volume of this Documentary History.



mended the provision of the School Act of 1850 to be acted upon to a limited extent this year. Should the appropriation be made for the current year, it will be my duty to specify in a Circular what may be considered the legitimate expenses of such Institutes, and require audited Accounts of them before I recommend the payment of them by your Department.

In regard to the increase of \$2,000 in the Grant for High Schools, it was recommended because of the establishment of several new High Schools, and I did not wish to lessen the apportionment to High Schools already established, as it has a discouraging influence.

TORONTO, 11th January, 1872.

EGERTON RYERSON.

NOTE. At a Meeting of the Ontario Teachers' Association in 1871, the subject of Teachers Institutes was referred to a Committee to consider and report upon. The Report of that Committee strongly recommended these Institutes as a connecting link between the Schools and the County Examination Boards for granting Teachers' Certificates as providing professional instruction, and, to a certain extent professional training for such Teachers as did not attend the Normal School. See page 157 of this Volume.

#### IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I beg to solicit your attention to my Letter to the Provincial Secretary, dated 2nd November, (and left with you by Doctor Hodgins), submitting Estimates of the necessary Fixtures and Furniture of the additional Rooms in the Model Schools erected during the last Autumn.

I may add that I had nothing to do with the Estimates, or Contracts, in regard to additional accommodation in the Normal and Model Schools, much less with the delays which retarded their completion. The whole work, from beginning to end, was in charge of the Department of Public Works. The accommodations have been completed some time since; but for want of Fixtures, Furniture and Apparatus, upwards of \$400 in fees are lost per month, besides the anticipated facilities of practice in teaching and School Discipline to the Teachers-in-training in the Normal School.

TORONTO, 12th January, 1872.

EGERTON RYERSON.

#### ENCLOSURE.—COPY OF LETTER TO THE PROVINCIAL SECRETARY.

I have the honour to state that, in the Letter of the Chief Superintendent of Education to your Department, dated the 28th June, 1871, he mentioned that, owing to the extraordinary rise this year in the cost of building and building material, one of the Tenders then received for the completion of the new additions to the Model School exceeded the appropriations authorized by the House of Assembly by \$2,500, and the next lowest Tender exceeded it by \$6,000, "although Mr. Tully, the Architect, left out some of the Fittings, the Heating and Galleries." The furnishing of the Building was also omitted.

As it is now highly desirable to supply the omissions made when the Tenders were received, and to complete the Model Schools so as to enable this Department to admit the full complement of Pupils for which the now enlarged Buildings are designed, the Chief Superintendent would thank you to bring the matter under the consideration of His Excellency the Lieutenant-Governor-in-Council, with a view to obtain authority for the necessary expenditure.

I have furnished the Commissioner of Public Works with a detailed Statement of the things required to be done, in order to complete and furnish the Buildings, with a

view to obtain from the Architect, for the information of the Government, an estimate of the cost of the items mentioned in the Statement.

In addition to the necessary Furnishing and Fittings, I may mention that the estimated cost of the additional Books, Apparatus and Stationery required to furnish the number of Pupils which will be admitted to the Model Schools this year will be about \$659, and that for the increased number of Students admitted to the Normal School this Session, (not anticipated or provided for), about \$500. The Chief Superintendent respectfully requests that His Excellency-in-Council will be pleased to authorize the expenditure of these two sums, in addition to the several works required to be done at the new Buildings.

One of two facts I respectfully desire to mention.

1. If the Model Schools are now completed, as proposed, we shall be able to admit, (at the middle of this month), about 250 Pupils. The fees received from these Pupils will be \$500 a month, or at the rate of nearly \$6,000 a year.

2. The total Expenditure required for the whole of the works of completing and furnishing the Model Schools, as now proposed, will only exceed the amount of the second lowest Tender, (for a part of the work only), by about \$2,500.

That Tender was, I think, for \$21,000, whereas the cost of everything proposed to be done, in order to put the new Buildings in a complete state for occupation, and originally including a Galvanized Iron Roof, (not estimated for), and furnish Books, Apparatus and Stationery, will not exceed \$23,500.

TORONTO, 2nd November, 1871.

J. GEORGE HODGINS, Deputy Superintendent.

NOTE. The result of this correspondence was that the necessary grant was made and the Buildings were completed, with its fittings and furniture.

#### V. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL TREASURER.

I have the honour to request that, as before, you will please transmit to Mr. James D. Trigg, Accountant of the Christian Knowledge Society, the sum of £50 sterling, to be expended in Natural History and other Object Lessons, Books and Requisites for the Schools under the control of this Department. By thus transmitting the money in advance, as per standing agreement with the Society, the Department is enabled to get a special discount which it could not otherwise secure. The invoice when received will be transmitted to your Department in the usual way.

TORONTO, 15th January, 1872.

EGERTON RYERSON.

#### VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to state that when application was made on the 3rd instant for the issue of the usual Warrant for \$500, on account of Customs Duties and Petty Expenses, a portion of it was then required for the payment of Customs Duties on several Boxes of Books lying in the Customs Warehouse in bond.

As we are in want of the Books, and the Custom House Authorities decline to furnish Bills for Duties, and yet require all goods to be released within a certain time, or bonded, I shall be glad if the Warrant can be issued as soon as convenient.

TORONTO, 20th January, 1872.

EGERTON RYERSON.

#### VII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to enclose herewith a Letter from the Inspectors of High Schools, in regard to the imposition of additional duties upon them without additional compensation.

I know nothing of the rumoured intentions of the Government to which they refer, but think their duties as Inspectors are arduous enough for the Salaries they receive,

being absent from home and on travelling expenses nearly eight months of the year.

I do not think it best by Act, or vote, of Parliament to make Inspectors of High Schools *ex-officio* Members of the Central Committee of Examiners, although it may be wise to appoint one, or both, of them on it.

I think it should be left to the Council of Public Instruction, which prepares the Programmes, directs the Examinations, and gives the First Class Certificates, to appoint, from time to time, all the Members of the Committee, through which it may act.

But if you think otherwise, and think it advisable to make the Inspectors of High Schools *ex-officio* Examiners in the Central Committee, I think they should in some form have additional compensation for this enormous amount of additional work,—work which very few men are competent to do.

This may be done by making them a special allowance under the head of travelling expenses.

But still provision must be made for compensating one, or two, Members of the Central Committee of Examiners, who cannot be Inspectors.

I think that what I proposed to you, during the interview with which you favoured me, will be found the most economical as well as most practical in the matter.

But I have no personal feeling any more than personal interest in respect to the question.

TORONTO, 31st January, 1872.

EGERTON RYERSON.

#### ENCLOSURE.—COPY OF LETTER FROM THE HIGH SCHOOL INSPECTORS.

We understand that the Government are about to consider the propriety of withdrawing the remuneration which has hitherto been given to the Central Committee of Examiners of Candidates for Certificates as Teachers of Public Schools, and attaching (without remuneration), the special work they have been doing to the office of High School Inspector, as a part of its proper and necessary duties. We think we can show strong reasons why this step should not be taken, and, in respectfully submitting them to you, we feel sure that we shall not invoke in vain your kind and patient attention.

1. We desire to state, in the first place, that this examination work has never had any necessary connection with the office of High School Inspector. It is properly and wholly a part of the machinery for the management of the Public Schools, and, if two of the three Members of the Examining Committee happen to be Inspectors of High Schools, we may assume that the work has been given to them, not merely as High School Inspectors, but because it was judged expedient, on other grounds, to assign it to them.

2. Permit us to lay before you a statement of our proper duties as Inspectors of High Schools. Under the new system of "payment by results," where a careful and faithful estimate of the proficiency of the Pupils has to be made, two days are given to the inspection of some of our larger Schools, whilst none of them receive less than one day, and it is seldom possible to keep the one day's work within the usual School hours. For more than eight months of the year are we thus actively occupied, and during this time,—except for a day, or two, now and then, at long intervals,—we have to give up the comforts of home and to neglect its duties. This is a point which we think it is only fair to take into account in estimating the position of a High School Inspector.

3. We are quite satisfied that the amount of labour entailed by these examinations is by no means fully appreciated. Questions on fifteen different subjects for Candidates of three grades have to be prepared, and as a hundred eyes are watching to detect a single blemish, these questions have to be prepared with peculiar care. As regards the Answers sent in by First Class Candidates, which it is our province to look over, it will be readily understood that the examination of these is no light duty, when we state that there were at the last examination forty-eight Candidates, whose Papers amounted



to 720 in all, on the fifteen subjects in which they were examined. Comparatively few have thus far presented themselves for First Class Certificates, because there has been but little time for preparation, and the attainments of Teachers generally throughout the Country have been low. Hereafter, with more time for preparation, and with the general elevation of the Teacher's position in the Province, the number of Candidates for First Class Certificates will no doubt steadily increase.

4. It will not be out of place to notice the extent to which travelling expenses reduce the Inspector's Salary. These expenses cannot with any fairness be set down at a smaller sum than \$500 per annum. Should the Government decide on attaching new duties to our office, they may, perhaps, feel disposed to award compensation by granting a proportionate allowance towards travelling expenses.

We now leave the matter in your hands, confidently relying on your kind consideration, and trusting that the simple statement of facts we have made will have its due weight.

TORONTO, 26th January, 1872.

J. G. D. MACKENZIE, }  
J. A. McLELLAN, } Inspectors.

#### VIII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to state that, owing to the unprecedented demand for Maps, Apparatus and other School Requisites, which has existed this year among the Public Schools, under the operation of the new School Act, the sum provided in the Statutes for this service has fallen short by about \$5,000.

When these Estimates were submitted to the Treasurer of the Province in January last, I urged that it would be necessary to provide a sum for these objects of at least \$43,000, but as the Treasurer had some doubts on the subject, he only recommended that \$38,000 should be inserted in the Estimates for this service. Of the \$43,000 for which I asked I expected to be able to return to the Treasury, (in sums to be received from local Municipal and School Corporations), at least about \$25,000, leaving only about \$18,000 to be provided out of the Provincial Treasury for this most important service. I also expected to be able to send out to the various Schools scattered all over the Province, articles to the value of at least the sum asked for, \$43,000. But the result of the year's operations thus far, (for ten months), shows that I was quite below the reality in my estimate of the unusual prosperity of this part of our operations. For instance, the whole amount received from local Schools and Municipal Corporations for School Requisites, and transmitted to the Treasury Department for the ten months of last year, ending on the 31st of October, was \$16,317. For the ten corresponding months of this year the amounts thus received and transmitted to the Treasury, has been \$24,553, being an excess over last year of \$8,235. The total value of Maps, Apparatus, Library and Prize Books, and other School Requisites sent out during the same ten months of 1871, was \$28,474, while the value of those sent out for the same period this year has been \$44,117, or \$15,642 in excess of last year. In other words, of the \$38,500 voted by the House of Assembly for this special service this year, I have already returned in ten months \$24,553, and expect by the end of the year to return nearly \$35,000, (the receipts for November and December of last year being over \$6,000), and for the \$38,500 placed at my disposal by the Legislature, I have already sent out Maps, Apparatus, Library and Prize Books, etcetera, to the value of \$44,117, and expect, by the end of the year, to send out articles to the value of over \$50,000, or \$12,500 worth more than the sum voted by the House last year. Owing to the unusual demand, (which I have already explained), the Department is, as is customary under contract in advance this year, and has been obliged to order articles to supply that demand which will involve on additional expenditure of at least \$5,000, over and above the sum of \$38,500 already provided, which sum, I may say, is now entirely expended. The

principal amounts now due, and for which no funds are available, are Messieurs Hunter, Rose and Company, \$997, for Tablet Lesson Sheets; Messieurs Copp, Clark and Company, for Maps and Merit Cards, nearly \$2,000; Mr. C. Potter for Apparatus, about \$800; and sundry Persons about \$1,200.

In addition to the sums received, and sent in to the Treasury, for the ten months of 1872, ending on the 31st of October, I may state that \$9,663 more were sent from the Model Schools and Superannuated Teachers,—making in all the sum of \$44,246 remitted this year thus far to the Treasury, as against \$26,527 remitted for the corresponding period of last year, and within \$754 of the \$45,000 which I had estimated to have been able to send in to the Treasury, from all sources, for the entire twelve months of 1872. For convenience, I will briefly recapitulate the facts which I have stated in this Letter.

The amount asked for this service in January last was \$43,000. The amount provided in the Estimates was \$38,500.

The additional amount of the estimated expenditure, as explained above, will be \$5,000.

The amount received in the Depository from local parties and sent in to the Treasury during the last ten months was \$24,553.

The amount received during the corresponding months of last year was \$16,317.

The sum which we expect to send in this year will be about \$35,000.

The value of articles sent out from the Depository during the ten months of 1872 was \$44,117.

The value of articles sent out during the corresponding period of last year was \$28,475. The estimated value of Articles to be sent out for the entire year of 1872 will likely be \$50,000. The whole sum sent in to the Treasury by the Department from Depository, Model Schools and Superannuated Teachers during the ten months of 1872 was \$44,246, (or within \$754 of the sum estimated to be sent in for the whole twelve months). The sum sent to the Treasury for the corresponding period of 1871 was \$26,527.

In view of the facts stated, therefore, and to enable the Department to pay the customary Contracts already entered into for this year, I respectfully request that His Excellency the Lieutenant-Governor-in-Council will be pleased to direct that out of the \$50,000 granted this year for “unforeseen and unprovided items,” the sum of \$5,000 may be set apart, so as to enable the Provincial Treasurer to pay the accounts to be certified to him for Depository services. More than this amount, or probably over \$6,000, as I have explained, will be sent in to the Treasury by this Department, over and above the sum estimated as the receipts of 1872, as intimated to the late Treasurer, and mentioned in page 26 of his published Speech on the Financial Position of the Province of Ontario, delivered in the Legislative Assembly on the 21st of February, 1872.

TORONTO, 7th November, 1872.

EGERTON RYERSON.

#### IX. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 7th instant, and will recommend to His Excellency-in-Council the sum of \$5,000 be appropriated out of the “unforeseen and unprovided,” in addition to that placed in the Estimates for Maps, Apparatus and other School Requisites.

TORONTO, November 11th, 1872.

ADAM CROOKS, Treasurer.

#### X. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed by the Honourable the Treasurer of Ontario to request that you will be good enough to give instructions to have the Estimates of your Department for the year 1873 prepared with as little delay as possible, and forward the same to this Office.

TORONTO, 27th November, 1872.

W. R. HARRIS, Accountant.

# XI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

In compliance with your request, conveyed in the Letter of Mr. Harris, your Accountant. I herewith transmit the Estimates which I have prepared for the educational service of this Province for the year 1873. I desire, at the same time, to offer brief explanatory remarks in regard to those items in the Estimates which involve an increase over those for the current year; but, before doing so, I beg to make two or three preliminary remarks:—

1. In the New England States, especially the State of Massachusetts, where views and experience of Public Education are most advanced, any appropriation for educational purposes is not regarded as an "expenditure," but as an "investment," which pays back to the Country, in various ways, a compound interest on the money invested, and which money is invested in and spread over the Country itself, and not sent out of the Country, or put into the hands of a few individuals for private purposes, but altogether employed for public purposes.

2. The expansion of even any private enterprise, or establishment, much more the expansion of a Public System for the advancement of Education,—the most important department of the public service, involves a corresponding increase of expenditure for its support and extension.

3. In this increase of expenditure must be taken into consideration the circumstances of the Country and domestic expenses generally, in comparison of those of former times, and the comparative remuneration of skilled labour in commercial and manufacturing transactions.

With these preliminary remarks, I proceed to make explanatory references to some of the items in the accompanying Estimates.

1. I had, in the first instance, proposed only the addition of \$10,000 to the general Grant for Public and Separate Schools; or, in reality, only \$7,000, as \$3,000 were voted in the Estimates for the current year for Agricultural instruction, which I did not call for, and which I do not repeat in the Estimates for 1873. I had set down this small increase of the general Grant, on account of the increase of a number of newly organized Townships, and settlements, in providing for which it is not desirable to lessen the amount heretofore apportioned to old Townships. But, at the same time, although I have not put it in the Estimates, I beg to submit to the Government the propriety and wisdom of increasing the Grant for Public School Education to \$250,000, in some proportion to the increase of Pupils, the increased wealth and Revenue of the Country, the demands of Education, the sum appropriated for High School Education, and the doings of the people, and what is done in the neighbouring United States. The sum apportioned to High Schools this year, out of the Legislative Grant, amounts to about \$18 per Pupil; while the sum apportioned to Public Schools amounts to only thirty-eight cents per Pupil. This disproportion is altogether too great, and is exciting attention in some quarters. Formerly the Legislative Grant for Public Schools amounted to upwards of fifty cents per Pupil; the increase of the Grant has not been at all in proportion to the increase of Pupils in the Schools. Besides, the aggregate amount raised in the Province for Public School purposes during the last year is \$2,124,471,—the whole of which sum, except the Legislative Grant of \$194,171, has been self-imposed, and raised by the people in the several Municipalities, and an increase of \$180,106 over that of the preceding year. The Legislature ought certainly to keep pace with, if not take the lead of, the people in their various localities in its liberality to promote Public Education. I think that no Grant would be more popular and beneficial than an increase of \$50,000 to the Public School Grant. The population of the neighbouring State of Pennsylvania does not increase faster in proportion than that of Ontario. In 1869 the Legislature of Pennsylvania granted for Common School purposes, \$500,000; in 1870, \$650,000; in 1871, \$750,000. We ought not to fall behind our near American neighbours in educational matters, especially when we have an overflowing Revenue.



2. An additional sum of \$2,500 is put into the Estimates for the organization and inspection of Schools in the new Districts of Algoma, Nipissing and Muskoka, (for which the School Act makes no provision), and also in remote parts of several interior Counties in unorganized Townships. It is most important to assist and encourage the new Settlers to establish Schools for their children, but they often do not know how to proceed, and I am dependent upon information communicated by private individuals in their several neighbourhoods. But the visits of a qualified Inspector would encourage and instruct the new Settlers as to their duty and modes of proceeding, and, at the same time, furnish the Education Department with reliable information and suggestions as to the best means of assisting these new settlements in providing School Education for their children. A copy of the School Regulations, under which aid is given to Schools in new and poor Townships, is herewith appended. I propose \$6,000, with which to aid these Schools the same as last year.

3. The sum of \$2,000 is put in the Estimates for a third Inspector of High Schools and Collegiate Institutes. The duties of these Officers are onerous, requiring their absence from home and travelling about eight months of the year, while their qualifications must be of the first order, both as Teachers and Scholars. But I propose to add to their duties, by requiring them to inspect the Separate Schools, and also to examine the principal Public Schools in Cities and Towns and Incorporated Villages, (which are feeders to the High Schools), at least to see how far the Programmes and Regulations are carried out in these Schools. The local Inspectors of these Schools are appointed and their duties prescribed by the several Boards of Trustees. I have no other means, except from these local Officers, (who are only responsible to the Boards that appoint and pay them, and prescribe their duties), to learn whether the School Law and Regulations are observed at all. The same remark applies to Separate Schools. When Professor Young was High School Inspector, I authorized and requested him to visit the principal Separate Schools, and report the results. He did so, and his reports were, upon the whole, very creditable to the Schools. Sometimes complaints are made to me that the Separate Schools are not conducted according to Law, and the Registers and reports of the attendance of Pupils are not correct, but I have no means of ascertaining anything on the subject, except from the Trustees of Separate Schools themselves, without appointing an Inspector, whom I have no means of remunerating for his trouble; and, if he be a local man, or Inspector of the rival Public Schools, objections are made, and with some show of reason, against his appointment. I, therefore, propose to devolve this duty on Inspectors of High Schools to remove all reasonable grounds of local complaint on any side, and in order to secure adequate means of reliable information in regard, not only to Public Schools in Cities and Towns, but also respecting the Separate Schools, as the 21st Section of the Separate School Act provides that the Roman Catholic Separate Schools, (with their Registers), shall be subject to such inspection as may be directed, from time to time, by the Chief Superintendent of Education, and shall be subject to all such Regulations as may be imposed, from time to time, by the Council of Public Instruction for Upper Canada.

4. The sum of \$2,500 is set down in the Estimates for new High Schools. These can only be established by the sanction of the Lieutenant-Governor-in-Council, but, in the establishment of new High Schools, the allowance to existing High Schools ought not to be diminished.

5. It is also proposed to grant \$2,800 for Teachers' Institutes, which are regarded established and multiplied in the neighbouring States, as most efficient means of prompting and promoting the improvement of Teachers, and as feeders to the Normal Schools. As early as 1850, provision was made for this purpose by granting "For the encouragement of a Teachers' Institute a sum not exceeding \$100 in any County, or Riding," (Consolidated Statutes, 22 Victoria, Chapter 64). By the 106th Section, clause 14, of that Statute, the Chief Superintendent is authorized "To appoint proper Persons to conduct County Teachers' Institutes and to furnish such Rules and Instruc-

tions as he may judge advisable, in regard to the proceedings of such Institutes, and the best means of promoting and elevating the profession of School Teachers, and increasing its usefulness.' But I have not acted upon these provisions of the Law. I have thought it would be a waste of time and money to do so, for although impressed with the importance and utility of Teachers' Institutes, I felt that their usefulness depended upon the manner in which they were commenced and conducted, and as there were no Teachers of sufficient eminence in the several Counties so thoroughly grounded and experienced in School Organization, Teaching and Discipline, to command the confidence of Teachers generally, and render the exercises of Teachers' Institutes successful. But now we have a considerable number of well trained Teachers in almost every County and County Inspectors, whose appointments have depended upon their being first class Teachers. I think, therefore, that Teachers' Institutes can now be advantageously established; several of them have been held, and with satisfactory results in some Counties, by the voluntary action of the Teachers themselves, and without any financial assistance.

6. The sum estimated for Superannuated, or worn out Teachers, is \$19,608. (The sum actually voted last Session was \$12,000). This sum is based on a calculation of the amount of the retiring allowance to 148 old Teachers with 3,268 years aggregate service, at six dollars per year,—the maximum sum authorized by Law. Heretofore, the Grant was not sufficient to pay a worn out Teacher little more than one dollar a year for each year that he had taught; by getting the Grant increased, as also some increase in subscriptions, I was enabled to pay them at the rate of two dollars for each year they had taught, and, by the provision of the Act of 1871, requiring a subscription of four dollars per annum of each licensed male Teacher towards the Fund for Superannuated Teachers, and by the Supplementary Parliamentary Grant, I have been able to pay Superannuated Teachers this year at the rate of four dollars per annum for each year they had taught. I explained verbally to your Predecessor in office, the Honourable A. Mackenzie, that the principle which I proposed for the action of Parliament, was to grant dollar for dollar,—that is, that the Parliament should grant one dollar for every dollar that should be paid by Teachers for their support when superannuated, but, for the current year, I proposed the sum of \$12,000, although the Teachers' subscriptions would amount at least to \$10,000. Instead of raising the allowance of Superannuated Teachers at once to the full sum of six dollars per annum for each year they had taught, I proposed to increase it gradually, and let the balance of the Parliament Grant be funded, or invested, and the interest be added to the annual allowance to the Superannuated Teachers. Mr. Mackenzie approved of this plan and were it carried out, there would now be over \$10,000 to be invested for that purpose; for the subscriptions of Teachers, under the Law of 1870, have amounted this year, (up to November), to \$10,756.71. Out of the Grant of \$12,000 voted by Parliament last Session, the whole amount has been covered by the Teachers' subscriptions, which have been paid in to the Provincial Treasurer, except \$1,243.29,—the only sum paid out of the Public Revenue, instead of \$6,000 as in former years, while the allowance to Superannuated Teachers has been increased one hundred per cent. But I do not dwell upon the trifling sum of \$1,243.29 actually paid this year to the Superannuated Teachers' Fund by the Legislature; nor do I propose the investment of any part of the Grant, as I suggested to Mr. Mackenzie last winter.

On further consideration and observation, I think another plan will be more beneficial to the Superannuated Teachers, to the profession of teaching, and more economical for Parliament. I propose that the number of Superannuated Teachers and their aggregate years of service, shall be the basis on which the Parliamentary Grant each year shall be made, allowing at the rate of six dollars per year to each Teacher for each year of past service. This arrangement will cheer the heart of every old worn out Teacher; it will increase his allowance fifty per cent. over that of the current year; it will enable him to know what he has to depend upon in future, and each Teacher in the work will thus know what he has to depend upon by teaching, until he becomes

superannuated, and the Parliament will only have to supply the sum necessary each year to meet the demand over and above the amount of the Teachers' subscriptions. As the aggregate sum proposed for 1873 is \$19,608, and the Teachers' subscriptions will be at least \$10,000, it follows that the Legislature will have actually to pay out of the Public Revenues less than \$10,000. I believe that when this arrangement comes to be explained to Teachers and understood, it will not only be acceptable to the Legislature, but the little opposition which has been attempted to be got up by such Teachers as only teach as a stepping stone to some other pursuit, or profession, will entirely disappear, and the permanence and efficiency of the Teachers' profession will be immensely promoted.

7. I have not entered into any detailed explanations in this Letter, as to the Estimates for the Normal and Model Schools, the Educational Museum and Library, the *Journal of Education*, Maps, Apparatus, Library and Prize Books, the Educational Depository, and the Education Office. Respecting any items in these, I purpose to make separate Communications on that and the subject of Salaries to the Officers of the Education Office, and also of the Masters and Teachers of the Normal and Model Schools.

The Estimates have been made with a view to the strictest economy, based on our past experience and present exigencies.

The Educational Depository has always been more than self-supporting, including the Salaries of its Officers. The receipts from the Depository paid into the Provincial Treasurer this year will be not less than \$35,000, and will probably considerably exceed that amount in 1873; while the publications sent out from it to various part of the Province will amount this year to not less than \$50,000, and will doubtless much exceed that amount in 1873. The Fees from the Model Schools, and paid into the Provincial Treasury, will amount at least to \$8,000.

TORONTO, 6th December, 1872.

EGERTON RYERSON.

ESTIMATES OF THE EDUCATIONAL SERVICE OF ONTARIO FOR THE YEAR 1873.

Number.	Nature of Service.	1873.	1872.
		\$	\$
1	Public Separate Schools .....	210,000	200,000
2	Inspection of Public Separate Schools .....	27,315	25,250
3	Schools in New and Poor Townships .....	6,000	6,000
4	Collegiate Institutes and High Schools .....	80,000	78,000
5	Inspection of High Schools and Collegiate Institutes....	6,450	4,000
6	County Examinations of Teachers .....	1,735	1,735
7	County Teachers' Institutes.....	2,800	nil.
8	Superannuated Teachers.....	19,608	12,000
9	Normal Model Schools—salaries.....	19,025	14,845
10	contingencies.....	7,065	6,100
11	Educational Museum and Library.....	4,130	3,850
12	<i>Journal of Education</i> .....	2,940	2,530
13	Maps, Apparatus and Library Books .....	48,500	38,500
14	Depository Salaries.....	5,700	3,770
15	Depository Contingencies .....	4,690	4,130
16	Education Office, Salaries.....	14,500	12,312
17	Education, Contingencies.....	4,690	4,130
		\$164,518	\$414,918
		414,918	
Increase for 1873.....		\$49,600	

IX. MEMORANDUM ON THESE ESTIMATES FOR 1873.

\$10,000 are added to Public and Separate School Grant, but the Grant of \$3,000 for Agricultural instruction is not repeated, so that the increased Grant is only \$7,000.



The new census involve a new principle of distribution; inequalities may arise which the \$7,000 will enable us to overcome.

\$2,500 are proposed for inspecting and organizing Schools in the new Districts of Algoma, Nipissing and Muskoka, (for which the School Law makes no provision for inspecting); and also in the remote parts of various Counties in unorganized Townships. It is most important to encourage new Settlers to establish Schools.

\$2,000 are proposed for a third High School and Collegiate Institute Inspector. The three Inspectors could be authorized to see how the Programme and Regulations are carried out in the Public Schools of Cities, Towns and incorporated Villages, which are feeders of the High Schools. The quality and efficiency of the instruction should be seen to by the High School Inspectors. The Separate Schools require inspection, and the High School Inspectors have been charged with that duty. \$100 are added for the Postages, Stationery, and other contingencies of each of these Inspectors.

\$2,500 have been added for new High Schools.

\$2,800 are proposed for Teachers' Institutes, as I have fully explained their use and benefit. I have added \$300 to the original \$2,500 in case it might be considered desirable to send the Principal of the Normal School, the Deputy Superintendent or other Officer of the Department to attend and inspect the leading Institutes.

The Estimates for Superannuated Teachers are based on the actual number of Pensioners, (148), with an aggregate of 3,268 years of service, at six dollars per year. The anticipated Revenue from Teachers is expected to be about \$10,000 a year.

A Grant is proposed of \$200 each for Members of the Central Committee of Examiners.

The Normal School salaries have been increased; and, in arranging the Salaries of the men servants all allowances for fuel, washing, scrubbing, etcetera, have been included in the amount proposed. The Revenue from Model School fees will be about \$8,000 a year.

*Journal of Education*, \$250 for engraving Prize Plans for School Houses.

For the Educational Depository, \$10,000 of an increase is proposed. See Letter herewith. The Revenue from the Depository is about \$35,000 a year.

The Education Office Salaries have been increased, as may be seen from the Schedule on the subject.

The Total Revenue from the Education Department is expected to be as follows:—

Educational Depository .....	\$35,000
Superannuated Teachers .....	10,000
Model Schools .....	8,000
	————— \$53,000

## XII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

In my Letter of yesterday, transmitting my Estimates for the educational service of the Country for the year 1873, with explanations, I stated that I would make separate Communications in regard to the Estimates for the Salaries of the Officers of the Education Department, and of the Masters and Teachers of the Normal and Model Schools. I confine this Letter to the Salaries of the former class of Officers.

2. I herewith transmit Letters from Doctor Hodgins, Deputy Superintendent, and Mr. A. Marling, senior Clerk and Accountant of the Department.\* The former has been in the office since 1844, and the latter since 1854. Two more reliable, more faithful, and more efficient and more able Officers of a Public Department I never knew, and I endorse the accuracy of their statements and the justice of their representations and requests. But I do not desire the Members of the Government to decide, or act, upon my statements, or representations in regard to this, or any other of my Estimates in

\* These Letters are not now available, and cannot be inserted here.

relation to this, or any other branch of the Education Department; I beg them, by personal visits to inquire and examine for themselves into the System and work of the Department, and the manner in which, and by whom, it is done, and the results. This, it appears to me, is due to the Country, and I think it is but just to Doctor Hodgins and to Mr. Marling and the other Clerks mentioned in their Letters. I believe that the Clerks in this Department, without exception, are models of temperance and of Christian integrity and propriety of conduct in every respect; and I state this the more freely, as but one of them, as far as I know, belongs to my own Religious Persuasion.

3. The system of appointment and promotion which has been pursued for twenty years is as follows:—When a vacancy occurs by resignation, death, or otherwise, each Clerk, below the one retired, is advanced a step if deserving, and an advertisement is inserted in the public Papers, describing the kind of lad and the testimonials required, with specimens of his writing. The most eligible is selected from these applicants, employed as junior in the Department on a trial of six months. Thus every Clerk in the Department has entered it when quite young, and been regularly trained and advanced step by step in position and salary according to merit and opportunity. The same method has been adopted in the solution and employment of an additional Clerk when required.

4. But we have lost some of our most promising young men, after training them for two, or three, or more, years, on account of the smallness of the Salaries allowed them, and the uncertainty and remoteness of any increase. They have at once obtained more lucrative situations, and some of them have obtained four times the Salary I was able to obtain for them. I think it is bad economy, detrimental to the public service, and unjust to individuals to keep the remuneration of competent and faithful men in Public Departments down to the point of starvation, when they have, in hope of advancement, allowed the time of youth and early manhood to pass during which they could have served a novitiate and obtained good situations in other employments. This is not the way that large and successful mercantile and manufacturing establishments treat their Employés.

5. I may add that the Education Department differs in many respects from other Public Departments, from the variety and peculiarity of the work and duties required, so that none but those trained up in it can render effective service; and it is important, when thus trained, that they should be retained as long as possible.

6. I shall be happy to give any personal, or other, explanations which may be desired in regard to particular cases, which may not be sufficiently explained in the accompanying Letters of Doctor Hodgins and Mr. Marling.

(NOTE. These personal Letters, not being available, are not inserted).

7. In this Letter, or in that accompanying the Estimates, I have made no reference to my own Salary; nor have I any application to make on the subject. But I beg to avail myself of this occasion, (perhaps the last of the kind I may have), to state that my Salary has never been a subject of arrangement, or consultation between any Government and myself. As early as 1846 and again in 1850, it was enacted, that my Salary should not exceed that of the Superintendent of Education for Lower Canada, but should bear the same proportion to that as did, or might, the population of Upper Canada bear to that of Lower Canada. This enactment was passed as a concession to those who were unfriendly to me, and when the population of Upper Canada was returned as less than that of Lower Canada. When the population of Upper Canada came to be larger than that of Lower Canada, and when the Salary of the Superintendent of Education for Lower Canada was made by Government, (although unknown to me at the time it took place), with the sanction of Parliament, the same as that of a Puisné Judge, my Salary, of course, became the same, according to Law, without any favour, or act on the part of the Government, and such it has remained.

I have only to observe, that, while I am in the forty-eighth year of my labours as a public man, and will be seventy years of age, if I live to the 24th of next March, I am in the twenty-ninth year of my service in charge of the Education Department, and

I leave the extension and state of the System of Public Instruction, which I have devised and laboured to develop, to testify as to the manner in which I have employed the longer and most matured part of my public life.

TORONTO, 7th December, 1872.

EGERTON RYERSON.

### XIII. SCHEDULE OF SALARIES AND CONTINGENCIES OF THE EDUCATION DEPARTMENT, 1873.

	1873. \$	1872. \$
16. <i>The Education Office, Salaries.</i>		
Chief Superintendent .....	4,000	4,000
Deputy Superintendent .....	2,400	2,200
Chief Clerk and Accountant .....	2,000	1,600
Clerk of Statistics .....	1,450	1,200
Clerk of Records .....	1,250	1,000
Clerk of Correspondence .....	1,100	900
Register and Office Clerk .....	500	300
Assistant Clerk of Correspondence .....	450	300
Clerk of Reports and Forms .....	400	200
General Assistant and Copying Clerk .....	350	200
Junior Copying Clerk .....	300	.....
Caretaker, including washing and cleaning .....	300	413
	\$14,500	\$12,313
17. <i>Education Office, Contingencies.</i>		
(1) Postages .....	550	750
(2) Printing, circulars, blank forms and paper .....	600	550
(3) Fuel and water .....	480	400
(4) Office Stationery and Books .....	350	300
(5) Newspapers, Law and Other Reports .....	181	175
(6) 5,000 Public School Registers .....	450	275
(7) 5,000 Public School Law re-vote .....	650	650
(8) 5,000 First Part of Report .....	450	450
(9) 5,000 Yearly and Half Yearly Blank Forms for Trustees .....	275	.....
(10) Law Appeal Cases re-vote .....	250	280
(11) Office Furniture, Repairs and various Incidentals .....	450	300
	\$4,690	\$4,130
18. <i>Provincial Educational Museum and Library.</i>		
Specimens of School Furniture and Fittings, Apparatus and Maps, Text Books and Works on Education .....	1,850	
(2) Various Educational Models .....	275	
(3) Books and illustrations of Canadian History .....	680	
(4) Casts, Photographs and Engravings .....		
(5) Frames, Painting and Fittings .....		
(6) Restoring and Re-colouring ceilings .....	475	
(7) Fuel and Contingencies .....	350	
(8) Caretaker, (including fuel) .....	500	
	\$4,130	
19. <i>Journal of Education.</i>		
(1) Printing, Folding and Mailing 6,000 copies at \$145 per month .....	1,740	1,680
(2) Deputy Superintendent as Editor .....	400	400
(3) Postages on 6,000 copies .....	300	200
(4) Engraving Prize plans of new school houses in Ontario, and other illustrations .....	250	150
(5) Prizes for School House plans .....	.....	.....
(6) Periodicals and Contingencies .....	100	100
	\$2,940	\$2,530
20. <i>Educational Depository.</i>		
Maps, Apparatus, Library and Prize Books .....	\$48,500	\$38,500
NOTE.—The receipts from the Educational Depository paid into the Provincial Treasury were about \$36,000 for 1872.		



XIII. SCHEDULE OF SALARIES AND CONTINGENCIES.—*Continued.*

	1873.	1872.
21. <i>Educational Depository, Salaries.</i>	\$	\$
Clerk of Libraries .....	1,400	1,200
Depository Cashier .....	900	600
Despatch Clerk .....	600	425
Store-room Clerk .....	550	300
Packing-room Clerk .....	500	365
Clerk of Sales. Invoice .....	400	200
Copying Clerk .....	300	nil
Assistant in Depository .....	300	150
Assistant in Packing Room .....	300	130
Furnaceman and Caretaker .....	450	300
	\$5,700	\$3,770
22. <i>Educational Depository Contingencies.</i>		
(1) Postages .....	450	250
(2) Stationery .....	485	250
(3) Fuel, Water and Light .....	525	450
(4) Printing Forms and Circulars .....	375	350
(5) Printing new Catalogues (re-vote) .....	400	400
(6) Packing, Paper, Twine, Nails, etcetera .....	350	280
(7) Expenses of revising arrangements in England and the United States .....	675	.....
(8) Shelving, Pictures and Painting .....	325	.....
(9) Furnishing and Petty Repairs .....	475	350
	\$4,060	\$2,230

## XIV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have received a Letter from the Reverend Doctor Davies, Principal of the Normal School, enclosing one from the Teachers of the Model Schools, in regard to an increase of their Salaries. In the Estimates which I transmitted yesterday, I have recommended such an addition to their Salaries as I think is demanded by justice and prudence, and the increased expenses of living in the City. I am credibly informed that there are more than forty Normal School trained Teachers, employed in different parts of the Province, who receive larger Salaries than we are paying to the Model School Teachers in this City, where living is expensive, and in Schools in which none but first class Teachers are, or should be employed. Besides the Fees of the Model Schools amount to about \$8,000 per annum, a much larger sum than we pay in Salaries to the excellent Teachers of those Schools.

2. From the Teachers of the Model Schools, I turn to the Masters of the Normal School, whose actual and proposed Salaries are given in the Estimates transmitted yesterday, as well as those of the Teachers of the Model Schools. The method heretofore pursued in appointing new men to Masterships in the Normal and Model Schools is to give them at first lower Salaries than those received by their Predecessors, and then advance them, from time to time, up to a certain amount, according to efficiency and circumstances. Such was the case in regard to the Mathematical and Science Masterships in the Normal School. The Second Master of the Normal School and myself both had the assurance of the late Premier, the Honourable J. S. Macdonald, that the Salaries should be increased during the last Session of Parliament. But he was displaced from power; and when I afterwards pressed the subject on your Predecessor, the Honourable A. Mackenzie, he said that coming into office in the midst of the Session rendered it impossible for himself and his Colleagues to consider the question of Salaries, but that they intended to examine into the state and working of the Education Department, and would then consider the question of Salaries in a just and liberal spirit. I have no doubt you will so consider it, and I will be prepared to give

you any further information on the subject which you may desire in regard to the Salaries and services of the Masters of the Normal School and the Teachers of the Model Schools.

TORONTO, 7th December, 1872.

EGERTON RYERSON.

	1873.	1872.
<b>23. Normal and Model Schools, Salaries.</b>		
The Principal .....	2,100	2,000
Mathematical Master.....	1,800	1,500
The Science Master .....	1,800	1,500
School Law Lecturer.....	200	
Writing and Book-keeping Master .....	900	750
Drawing Master .....	500	400
Music Master.....	500	400
Gymnastic Master .....	350	300
Head Master, Boys' Model School.....	1,100	900
First Assistant Boys' Model School .....	900	700
Second Assistant Boys' Model School .....	700	550
Third Assistant Boys' Model School.....	600	500
Head Mistress, Girls' Model School.....	900	700
First Assistant Girls' Model School .....	700	500
Second Assistant Girls' Model School .....	600	425
Third Assistant Girls' Model School .....	550	400
Clerk of the Council of Public Instruction .....	100	100
Clerk of the Normal and Model Schools .....	800	600
Head Gardener and Keeper of Grounds (including Fuel).....	625	410
First Engineer (including fuel).....	550	410
Second Engineer and fuel .....	450	360
Third Engineer and fuel .....	400	
Janitor of the Normal School (including all scrubbing, washing, etcetera.....)	450	410
Janitor of the Boys' Model School.....	450	Ryan. 410
Janitor of the Girls' Model School.....	450	Murphy. 360
		Blunt.

#### 25. Superannuated Teachers' Pensions.

In January, 1872, there were 126 Pensioners with aggregate of 2,732 years of service. During the year, there were added ten Pensioners, with aggregate of 250 years of service. And there have died seven Pensioners, with aggregate of 168 years of service. The Present List therefore comprises 129 Pensioners, with aggregate of 2,814 years of service, or an average of about 22 years for each. The ten Pensioners added during 1872, however, averaged 25 years each.

For 1873, if 15 Pensioners be added, with an average of 22 years' service for each, the estimate might be made for 144 Pensioners, with an aggregate service of 3,168 years.

This, at \$6 per year, would require ..... \$19,008 00  
from which may be calculated the annual subscription  $144 \times \$4 \dots$  576 00

Net sum required ..... \$18,432 00

The number 15 is mentioned, although larger than the increase of this year as yet, as there are some applications already in which have not yet been considered.

The exact amount received for subscriptions up to the 30th of November, 1872, (less returned to those withdrawing) is ..... \$10,756 71

#### XV. FROM TREASURY DEPARTMENT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed by the Honourable the Treasurer of Ontario to request that you will furnish this Department with as little delay as possible, an approximate Estimate of the amounts required on account of Education for, say, three months from the first

of the present month. As a vote of credit will be asked for early in the ensuing week, I will be obliged if you will forward the desired information not later than Monday next.

TORONTO, January 10th, 1873.

W. R. HARRIS, Accountant.

XVI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour, as requested, to submit the following Estimate of sums required for the services of this Department for the first three months of 1873:—

	\$		\$
Public and Separate Schools .....	6,000	<i>Journal of Education</i> .....	500
Poor Schools .....	1,000	Salary as Editor .....	100
Normal and Model School Salaries	4,000	High School Inspection .....	1,000
Normal School Contingencies .....	1,500	Public School Inspection and Ex-	
High Schools .....	36,000	aminations .....	7,000
Apparatus, Prizes and Libraries...	15,000	Education Office Salaries .....	3,500
Depository Salaries .....	1,000	Education Office Contingencies ...	1,000
Depository Contingencies .....	600		
Superannuated Teachers .....	500		\$79,700
Museum .....	1,000		

TORONTO, 11th January, 1873.

EGERTON RYERSON.

PART III. CORRESPONDENCE WITH THE PROVINCIAL SECRETARY.

NOTE.—From this Correspondence, and from that under some other heads, subsequently, it will be seen that practically the Government of the day allowed neither the Chief Superintendent nor the Council of Public Instruction any freedom, or discretion, in framing Regulations and Instructions for carrying out the provisions of the Comprehensive School Law of 1871. In each case, and with persistency, it required both to give the “statutory authority” for issuing these Regulations and Instructions, as framed; and, in most cases, it objected in effect to the action of the Chief Superintendent; or Council of Public Instruction, in dealing as he, or it, did with the matters referred to. The object of such a proceeding, on the part of the Government, does not appear; but it was felt at the time to indicate a clear case of “want of confidence” on the part of the Government in both the Chief Superintendent and the Council of Public Instruction. For a Petition of the Council to the House of Assembly on the subject, see a subsequent Chapter.

I have for convenience, classified each special matter so persistently objected to by the Government separately,—the more so as a good deal of correspondence with the Government took place in dealing with each of these subjects.

I. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am commanded to request that the Council of Public Instruction will forward to me a Statement of the results of the examinations for Certificates of Qualification as Teachers of the Normal School Students, similar to that which is contained in the Return lately brought down to the House of Assembly as to the examinations of other Applicants for Certificates of Qualification as Teachers.

2. I am further commanded to request that the Council will forward to me a Statement of the numbers of persons in each County to whom temporary “Permits” have been granted, as stated in the same Return; and a Memorandum of the length



of time for which the Permits are given, and copies of the instructions in reference to such Permits; and a reference to the Statutory authority under which such Permits are issued.

3. I am further commanded to request that the Council will refer me to the Statutory authority under which special Certificates of Qualification as Inspectors limited to particular Counties have been issued.

4. I am further commanded to request that the Council will refer me to the Statutory authority under which Regulations have been made requiring under certain penalties that the School Houses shall be of certain dimensions and requiring an additional Teacher to be employed whenever the number of Pupils exceeds fifty.

5. I am further commanded to request that the Council will refer me to the Statutory authority under which Regulations have been made precluding the attendance of children who may have been absent.

6. I am commanded to inform the Council that it is represented to the Government that the Regulations referred to in the Fourth and Fifth Paragraphs of this Letter have occasioned great dissatisfaction, and to request that the Council will make such observations, or explanations, as may occur to it, with reference to these Regulations, and will forward any papers bearing on their practical operation.

TORONTO, March 8th, 1872.

PETER GOW, Secretary

## II. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledges the receipt of your Letter of the 8th instant, requesting information on several subjects. The Council replies as follows:—

1. You request "A statement of the results of the Examination for Certificates of Qualification as Teachers, of the Normal School Students, similar to that which is contained in the Return lately brought down to the House of Assembly as to the examination of other Applicants for Certificates of Qualifications as Teacher."

2. In reply the Council would say, that they will forward a statement of the number of persons in each County to whom temporary "Permits" have been granted, as stated in the same Return, and a Memorandum of the length of time for which the Permits are given; and copies of the Instructions in reference to such Permits, and a reference to the Statutory authority under which such Permits are issued.

Before replying to these enquiries, the Council begs to observe that your enquiries are founded upon a mistaken view of the Statutory authority of the Council, which has nothing to do with the general administration of the School Law, and is not responsible for it, and, therefore, can know nothing respecting it. The Statutory authority of the Council is threefold:—

(1) To establish and make Regulations for the Management and Government of the Normal and Model Schools, and to determine the number and compensation of Teachers, and of all others employed by them,—this latter power having been recently taken from the Council, contrary, (as they conceive), to the express provision of the Statute.

(2) To make Regulations for the Organization, Government, Discipline and Classification of Public and High Schools and their Programmes of Studies, the Programmes of Studies the Programmes of Examination and Classification of Teachers, and the Regulations for the Superannuation of Teachers.

(3) The selection of School Text and Library Books, and the Regulations for the management of Public School Libraries. But the Council has no Statutory authority in respect to administering the School Law in regard to temporary Permits "to Teachers, or the instructions for giving them, the giving of instructions," in such, and in all, matters for executing the School Law and general Regulations, is declared by the Statute, 22nd Victoria, Chapter 64, Section 106, Clause 5, to be the duty of the Chief Superintendent of Education; and the Statutory authority for granting temporary Permits is given by the 91st Section, (10th Clause), of the same Statute.

As to the number of these temporary Permits, the Chief Superintendent has addressed a Circular to the County Inspectors to obtain the information desired, and he states that a copy of the Circular, together with the copies of Answers will be forwarded as soon as received.

As to the duration of such Permits, they continue, of course, according to the Statute above referred to, only from the time of giving them until the next succeeding meeting of the County Board of Examiners.

The second, or December, meeting of the County Boards, are not referred to in your Letter, but the Chief Superintendent states that he has been informed by the Chairman of the Central Examining Committee, (Professor Young), that, after examining the Answers of Candidates to the first set of Examination Papers, (for the July Examinations), he and his Colleagues saw precisely what style of Examination Papers would be best adapted to Candidates for Certificates, and that they had framed the Examination Papers for the December Examinations accordingly. We are informed that these Examination Papers have given great and general satisfaction.

3. Your third request is "that the Council will refer you to the Statutory authority" under which special Certificates of Qualification as Inspectors, limited to Counties, have been issued.

In reply, the Council refer you to the 7th Section of the School Act, 34 Victoria, Chapter 33, which provides "that the qualifications of County, City, or Town, Inspectors shall be prescribed, from time to time, by the Council of Public Instruction, which shall determine the time and manner of examination of Candidates for Certificates of Qualification and grant Certificates of Qualification, and no one not holding such Certificate of Qualification shall be eligible to be appointed an Inspector."

In the exercise of their unlimited authority given by this Section of the Act, the Council of Public Instruction could, (they conceive), of course, determine one kind of qualification for a City Inspector, another kind of qualification for a Town Inspector, and yet another kind of qualification for a County Inspector, and could determine where, as well as how long, such Certificates of Qualifications should be valid.

While the School Act of 1871 was under the consideration of the House of Assembly, Members of certain Counties and Cities, (as the Council has been informed), said they would oppose the Section above quoted unless the Government would allow the Council of the Counties, or Cities, they represented, to retain the County Superintendents, or City Superintendents, who had held office for years and had given satisfaction. The then Provincial Secretary gave that assurance, and the Council of Public Instruction ratified it by giving such Superintendents Certificates of Qualification for the Counties and Cities concerned, but did not give them Certificates of Qualification for other Counties, or other Cities, or Towns. This was explained by the Chief Superintendent in a printed Circular to Wardens and Members of the County Councils in the Province of Ontario, dated on the 30th of May, 1871, and transmitted to you in the Appendix to the Chief Superintendent's Letter of the 15th instant.

In the second paragraph of that Circular, it was stated that the Council of Public Instruction had directed that a special examination be held at Toronto, the 18th of the month, for all Candidates for the office of Public School Inspector. "Due notice," (the Circular proceeds), "was given of such examination and all Candidates who felt themselves able to become legally qualified for the office, presented themselves and underwent an examination of six hours per day during five days. A list of the names of those who have become legally qualified for the office of Public School Inspectors in any County in Ontario is hereto appended. A few, (by special understanding, entered into when the School Act under consideration of the Legislature), have received Certificates of Qualification upon the ground of their having been County Superintendents during, at least, three consecutive years; but their names are not included in the printed list as eligible for the office of Inspector in other Counties, but are sent to the Councils of the Counties to which alone their Certificates of Qualification are respectively confined."

It was, perhaps, a misfortune to the School interests of the Municipalities, in behalf of which this exception was made; but these old Superintendents were never granted Certificates of Qualification for more than one County; and they certainly ought not to have a general Certificate, without standing an examination such as has been passed by other legally qualified Inspectors. There were many Township Superintendents under the old system, which were much better educated and qualified for the office of Inspector than some of the County Inspectors thus recognized to Members of the House, so as to secure the passing of the School Act, as it was thought to be merely a local and temporary evil, designed to obtain and perpetuate a general good.

[NOTE. The Reply to the remainder of the Provincial Secretary's Letter relating to School House Accommodation is inserted in a Chapter devoted to that subject, in reply to other Letters from the Provincial Secretary dealing with that special question].

TORONTO, 19th March, 1872.

EGERTON RYERSON.

### III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

[NOTE. The Circular from the Chief Superintendent referred to in this Letter will be found on page 70 of the Twenty-third Volume of this History].

I have the honour to acknowledge the receipt of your Letter of the 9th instant, requesting me to forward you "copies of all Regulations and Instructions issued by me in connection with the recent School Act, and in connection with the Regulations of the Council of Public Instruction."

2. I have the honour herewith to enclose copies of the Circulars of Instructions, with the Regulations referred to, Instructions which sufficiently show that I spared no pains and gave every assistance in my power to bring gradually into full operation the provisions of the late School Act and the Regulations designed to give it effect.

3. I have marked on the margin some passages of these Circulars referring to matters to which special attention is invited, and in regard to some of which my own views and proceedings have been very much misunderstood and misrepresented.

4. It will be seen, for example, in my second Circular to County Wardens, that as early as May, 1871, I explained to the County Councils why some Certificates of Qualifications for Inspectors had been granted without examination, and, for which reason, they had been given only for the Counties when they had been desired, not as a favour to individuals, but as a concession made in the House of Assembly to the Representatives of certain Counties, Cities and Towns.

5. In my Circular, (the fifth paragraph), to the then newly appointed Inspectors, it will be seen how untrue and unjust have been the representations that the Council of Public Instruction, or myself, had imposed a large number of needless studies upon young children, and had not provided for the thorough teaching of the first and essential elements of a Common School Education.

6. I refer to the 10th paragraph of the same Circular to show the instructions I gave as to supplying all the Schools with Teachers holding legal Certificates. This Circular was written and sent out before the half yearly examinations of Candidates held in July. After those examinations had been held, I gave additional instruction to the County Inspectors, who had not been examined; I also, in the 10th paragraph of the appended printed Circular, dated August, 1871, and addressed to the Public Press, referred to these instructions.

7. The seventeenth paragraph of my Circular to County Inspectors, (dated June 26th, 1871), shows the method I adopted, and the instructions I gave to obtain full and minute information in regard to the condition and wants of the Public Schools throughout the Province. The whole of the reports obtained as the results of these instructions, I place at the disposal of the Council of Public Instruction, to be transmitted to you, as illustrating the working of the new system of inspection and the new Regulations, especially in reference to School House Accommodation.



8. Technically speaking, the Council of Public Instruction has no Statutory authority to make Regulations in regard to the Duties of Public School Inspectors; and, therefore, the paragraph on this subject, appended to my Circular of June to County Inspectors, is legally a part of my own instructions; but, as there were Members of the Council who had large and recent experience in practical instruction, I desired to secure the aid of their suggestions, and requested them to examine the draft of these instructions, and give them, as far as they approved of them, the sanction of their own authority, so as to include them in the general body of the Regulations.

My own Statutory authority for giving instructions to Inspectors will be found in the Act, 22nd Victoria, Chapter 64, Section 106; also in 23rd Victoria, Chapter, 49, Section 14; and finally, 34th Victoria, Chapter 33, Section 9. . . .

TORONTO, 15th March, 1872.

EGERTON RYERSON.

#### IV. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am to request that the Council of Public Instruction will inform me what number of Candidates appeared from the Normal School at the December Examination for Certificates of each class, and what number obtained Certificates of each class.

TORONTO, 22nd March, 1872.

PETER GOW, Secretary.

#### V. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledges the receipt of your Letter of the 22nd instant, and, in reply, transmits the subjoined Statement.

At the December Examination forty-seven Candidates for First Class Certificates went up for examination from the Normal School; of these four were awarded First Class Certificates by the Council.

Nineteen obtained Second Class Certificates from the County Board during the week preceding the Examination for First Class Certificates, two obtained Third Class Certificates, (valid for three years),—twenty-two who were already in possession of Second Class Provincial Certificates, did not compete at the Second Class Examination.

One hundred and one Candidates from the Normal School competed for Second Class Certificates; forty-seven obtained Second Class; fifty-three obtained Third Class Certificates, (valid for three years); and one failed.

The average number of those who, under the former mode of Examination, either failed, or were awarded Certificates valid for one year only, was twenty-eight.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 27th March, 1872.

#### VI. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am to call the attention of the Council of Public Instruction to the results of the last two Examinations for Certificates in the Normal School.

In June last there were one hundred and thirty-seven Candidates for Certificates, of whom seventy-one went up for, and forty-three obtained, First Class Certificates. In December last there were one hundred and forty-eight Candidates, of whom only forty-seven went up for, and four obtained First Class Certificates.

The Annual Report of the Chief Superintendent states that "the standard for Provincial Certificates has not been raised at all, but is the same, (with some mitigation), as that which has been required in giving Provincial Certificates to Normal School Teachers."

I am to point out to the Council that the results of these two Examinations would appear to point to some grave defects in the working of the Normal Institution, and to ask for such explanations and information as the Council can afford on the subject; and a Statement of any remedial steps taken by the Council.

TORONTO, 8th April, 1872.

I. R. ECKART, Acting Assisting Secretary.

## VII. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction desires to acknowledge the receipt of your Letter of the 8th instant, calling attention to the results of the last two examinations for Certificates to Teachers attending the Normal School.

In reply, the Council would call your attention to the fact that the extract which you quote from the Chief Superintendent's last Annual Report is identical with a passage in his Circular to the Public Press, written in August, 1871, and, as the date of that Report and the context will show, refers exclusively to the Examinations then just held in the Normal School and throughout the Country, and not to the subsequent December Examination. At the Normal School Midsummer Examination, to which the Annual Report refers, the old Programme of Studies, (which had been entered on by the Students at the beginning of the Session in January, 1871), was strictly followed, and, at the close of the Session, they were examined in the subjects of that Programme alone. To do otherwise, in the opinion of the Council, would have been an act of great injustice to them, and to have fully raised the standard of examinations for other Candidates throughout the Country, without notice, would have been equally unjust.

The number of Students who obtained First Class Certificates at that Examination was about the same as on former occasions, although, of that number, six were Students who merely came up for examination, chiefly with a view to qualify themselves for the appointments of County Inspectors, then pending.

During the interval following the Midsummer Examination and the opening of the Normal School, at the subsequent Session of 1871, the Course of Study in that Institution was revised, (in accordance with the provisions of the new School Law), and four new subjects of Study were introduced. An additional, (Science), Master was also appointed to give instruction in these subjects.

This change, and these new subjects, practically involved the additional attendance of another Session at the Normal School on the part of the Students, especially those who were Candidates for First Class Certificates. Hence those who, under the old system, would have been eligible at the close of the December Session as Candidates for First Class Certificates, were compelled either to return again this Session to complete their Studies, or to take up teaching for a time, under a lower Class Certificate, intending to complete their Studies by and by.

Another cause why so few Students of the Normal School were eligible last December for First Class Certificates, was the operation of the Regulations adopted by the Council of Public Instruction, which required every Candidate for a First Class Certificate, to be already possessed of a Second Class Provincial Certificate.

This rule temporarily excluded some Candidates for First Class Certificates. In such cases the Candidates had to be content, for the present at least, with Second Class Certificates.

An additional cause which operated to prevent as many Students coming up for First Class Certificates in December, as in June, was the fact that that Session was, and is always, at least a month shorter than the one which terminated in June. This fact, independently of the introduction of the four new subjects of Study, (as already explained), would, of itself, tend to reduce the number of Candidates. Further, in rearranging the new Course of Study for the Normal School, one important consideration in regard to First Class Certificates was not lost sight of. Indeed the provisions of the new School Law and the necessities of the case, (as the experience had shown), pointed out the more clearly how essential it was to the success and efficiency of the new system of inspection that First Class Certificates, (at least of the highest grade), should not only represent the old Standard of Literary qualification and teaching ability on the part of the Holder, but, in the opinion of the Council, should also be evidence of the fact that the Holder knew something of School Organization and Discipline and of the principles of the School Law, as well as of the new subjects of Normal School Study which had been introduced.

In determining the qualifications of Public School Inspectors under the new School Law, the Council of Public Instruction had decided that holders of First Class Provincial Certificates of the highest grade should be eligible as Candidates for that Office, while the holders of First Class Certificates of any grade might be appointed Examiners. Thus a new dignity and importance were attached to this class of Certificates. In re-arranging the Course of Study for First Class Certificates in the Normal School, therefore, it was necessary, in the judgment of Council, to provide that the subjects indicated above should receive more attention than usual, and that more time than formerly should be given to the new subjects of Natural Science. It was felt by the Council that the man who, (by holding a First Class A Certificate), would be declared legally competent to execute the responsible office of Inspector should not only be best qualified as a Teacher, but should take the highest mark in his profession, beyond which no Teacher under his jurisdiction could be expected to pass.

It will be observed that, in addition to those who obtained First Class Certificates at the June Examination of the Normal School, there were granted by the Council to the other Candidates from the Province, sixteen First Class Certificates at the special Examination in May, and nine First Class Certificates after the Provincial Examination in July; while, in December, only seven First Class Certificates were granted for the whole Province, including the four Candidates from the Normal School.

By order of the Council of Public Instruction.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 18th April, 1872.

#### VIII. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

With reference to your Letter of the 18th instant, in reply to mine of the 8th of the same month, respecting the last two Examinations for Certificates to Teachers attending the Normal School, in which I asked for a Statement of any remedial steps taken by the Council.

I am to ask whether that Letter affords all the information the Council proposes to give on the subject of the enquiry just stated. I am to call the attention of the Council to the Letter of the Chairman of the Central Committee of Examiners of the 13th January, 1872, published in the *Journal of Education*, copy of which I append. Adverting to this Letter, it would appear that some action has been taken in order to render the Normal School thoroughly efficient, and I should like to know what that action was, and whether any further action is contemplated. I had supposed that, in answer to my former Letter, this information would have been given.

TORONTO, 26th April, 1872.

PETER GOW, Secretary.

#### IX. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 26th ultimo, enclosing and calling attention to, the Letter of the Chairman of the Central Committee of Examiners of the 13th January, 1872, published in the *Journal of Education* for that month, and asking for further information in regard to any steps which have been taken by the Council of Public Instruction to render the Normal School more efficient than formerly.

2. Before adverting to the Letter of the Reverend Mr. Young, it may be proper to recall to your attention a paragraph in the Letter of the Council of the 18th instant, which may possibly have escaped your observation. That paragraph contains in brief a summary statement of what has been done by the Council to render the Course of Instruction in the Normal School more comprehensive and thorough than formerly, "and thus to enlarge the sphere of usefulness of that Institution." The paragraph is as follows:—



During the interval following the Midsummer Examinations and the opening of the Normal School, at the subsequent Session of 1871, the Course of Study in that Institution was revised, (in accordance with the provisions of the new School Law), and four new subjects of Study were introduced. An additional Science Master was also appointed to give instruction in these subjects.

3. The Council, in their Letter also referred to Regulations which had been adopted by them, and which required Candidates for First Class Certificates in that Institution to be already possessed of Second Class Provincial Certificates as a condition of eligibility to compete for such First Class Certificates. The Council further remarked that the effect of these new Regulations was, to compel Candidates for First Class Certificate in the Normal School, (at the last Examination), either to return again to that Institution to complete their Studies, or to take up teaching with a lower class Certificate than they would otherwise have obtained under the old Regulations.

4. In addition to the foregoing information contained in the Letter of the Council of the 18th instant, the Council append herewith a statement of the Course of Study formerly pursued in the Normal School, and that which, (in accordance with the provisions of the new School Act of 1871), is now prescribed for that Institution. In connection with this new Programme of Study, the Council would call your attention to the changes which they have made in the age at which female Candidates shall be admitted to the Institution, and also to the Regulation which requires each Student to submit to a monthly examination with a view to test his, or her, ability to keep up with the Classes.

5. In regard to the Letter which you have enclosed from the Reverend Professor Young, the Council would observe that it does not enter into a discussion either of the merits of the Normal School, or of its state of efficiency. It refers simply to the failure of a portion of the female Students of the Institution to answer the questions proposed to them in Natural Philosophy and Algebra. The cause of the failure admits of a five fold explanation, in addition to the one pointed out by the Reverend Mr. Young himself.

1. In the first place the age at which female Students have been admitted to the Normal School has been too low. This the Council has remedied, and fixed the age of admission at seventeen years, instead of sixteen, as heretofore.

2. The absence hitherto of such intermediate, or terminal, examinations as would enable the Masters of the Normal School to decide whether the Candidates for First, or Second, Class Certificates are really qualified to compete for these Certificates respectively. This defect has now been remedied, (as suggested by the Principal of the Institution in November last), and the Regulations will take effect during the present Session.

3. The length of time which the female Students have devoted to the subjects of Algebra and Natural Philosophy has been quite too short, (considering the elementary character of their previous education), to enable them to master these more difficult branches of Study. This has been remedied in the new Regulations.

4. The disparity in the comparative ages of the male and female Students operates, (as a general rule), disadvantageously to the latter. This disparity will be removed hereafter under the new Regulations.

5. The optional exemption from the Study of Geometry which female Students enjoy, disqualifies them, (as explained by the Reverend Mr. Young), from successfully competing in an examination on the subject of Natural Philosophy. It is a question, (as suggested by Mr. Young), whether female Candidates for examination in Natural Philosophy should not be required to study Geometry as well.

6. The other cause of failure on the part of female Students to pass the examination in Natural Philosophy, (as given by the Reverend Professor Young), is contained in the following paragraph of his Letter which you enclose:—

I have sometimes doubted whether it is desirable to make the Study of Algebra and Natural Philosophy any more than that of Geometry, compulsory on female Teachers. I do not question their ability to learn these branches, but ought they to

be required, in the present state of female education throughout this Province, to do so? Would it not be better to grant First Class Certificates to female Teachers, if they had the necessary attainments in other branches, and, in the event of their passing a successful examination in Algebra and Geometry, and Natural Philosophy, to add this to their Certificate as a circumstance which would enhance the value of the Certificate? One advantage of such an arrangement would be that the female Teachers, who wished to study Natural Philosophy might be required to prepare themselves for doing so by a previous course in Geometry as well as Algebra, and the Master, whose duty it is to teach Natural Philosophy in the Normal School, would be delivered from the hard and, (in some respects), impracticable task of giving instruction in this Science to a class,—one-half of the members of which have no acquaintance with the elements of Geometry. I have no desire to make rash changes, I only throw out an idea which has frequently occurred to me, and which the recent examination has forcibly revived. This suggestion will be fully considered by the Council and some Regulation will, (if deemed desirable), be adopted on the subject.

7. While the Council cannot at all concur in the inference to be drawn from the reference in your Letter of the 8th instant to remedial steps taken by the Council to remove alleged grave defects in the working of the Institution, yet, as already intimated to you, they have been fully sensible of the great disadvantage under which the Normal School has laboured for some years past, for want of a sufficient staff of Teachers to give instruction in the various subjects of Study required to be taught in that Institution. The Chief Superintendent of Education has felt the same difficulty and, it was only during the last year, that he was enabled, (in connection with the subjects required to be taught in the Normal School, under the new School Act), to induce the late Government to consent to the establishment of an additional Mastership in that Institution, and two additional Teachers in the Model Schools.

8. What, in your Letter of the 8th instant, you assumed to indicate “grave defects in the working of the Institution,” was based upon two facts which you specified, and which, without explanation, you could not reconcile. These two facts were, 1st, the disparity between the number of Normal School Students who went up for First Class Certificates in June and December of last year, and 2nd, that the Standard of Provincial Certificates had not been raised at all in the then recent Examination.

The Council, in reply, reconciled the apparently conflicting facts, and pointed out, 1st, that the remarks of the Chief Superintendent were written in August, and had reference solely to the examination held in July; 2nd, that subsequently to the writing of that sentence, and the holding of the December Examinations, the Course of Study in the Institution was revised, (in accordance with the provisions of the new School Law), and four new subjects were introduced; 3rd, that an additional Science Master was appointed to give instruction in these subjects; 4th, that Candidates for First Class Certificates were required to be possessed of Second Class Certificates before being admitted to compete for such Certificates; and fifthly, that the Standard for First Class Certificates was considerably raised, because of the fact, that holders of such Certificates were eligible, without further examination, to be appointed County Inspectors of Public Schools, and Examiners of Teachers for these Schools.

9. The Council, therefore, respectfully submit that there is no ground for the allegation in your Letter of the 8th instant, that there is a grave defect in the working of the Institution. But, on the contrary, the Council feel that there is an essential difference in the fact, (which was pointed out in the Council's Letter of the 18th instant), that, up to 1871, the Normal School had laboured under serious disadvantages for some years past, for want of a sufficient staff of Teachers to give instruction in the various subjects of study required to be taught in such an Institution, and the facts as they now are. 1. That from the beginning of the Second Session of 1871 the Course of Study was revised; 2. Four new subjects were added; 3. An additional Master was appointed; 4. The right to compete for First Class Certificates was restricted to holders of Second Class Certificates; and 5. That the Standard of these Certificates was raised for the special reasons which have been given. The Council refer with pride to the fact that, even while the Normal School laboured under the serious disadvantages

which they have pointed out, it has, for many years, been maintained in a high degree of efficiency; that its system of teaching has been most thorough; that the test of excellence in the Art of Teaching, which is the great object of a Normal School to produce, was of the most minute and searching kind; and that this test included the division of the Normal School Students into Classes for practice in the Model Schools, where the Student-Teachers were required to observe how a School should be organized and managed; how the Pupils should be classified, and how the several subjects of instruction should be taught,—that these Student-Teachers were required, (as Assistants in the Model Schools), to teach under the regularly trained Masters and Mistresses of the Schools, who made notes, and reported from day to day to the Principal of the Normal School, the attention, aptitude, power of explaining, governing, commanding attention, etcetera, of these Student-Teachers.

The Council also refers with satisfaction to the fact that Normal School Students have for years been sought for with great avidity by Trustees of Schools throughout the Country; that the Schools under their management are generally among the most efficient in the Country; that for their efficiency as Teachers they invariably command the very highest Salaries,—and that a large number of those who were selected by the various County Councils as Inspectors of Public Schools were Normal School Students.

All these facts go to show that instead of “grave defects” existing in the working of the Institution, the Country has reason to congratulate itself on an Institution which has hitherto been remarkably successful in its working, and which is now, with its comprehensive Course of Study and admirable system of training and teaching, destined to raise still higher the profession of teaching, and with the Divine blessing, to confer immense advantages upon the Schools of the Country.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 2nd May, 1872.

NOTE. The Students of the Normal School who entered for the Session beginning in January, 1871, were examined under the former system, as they were admitted before the new Law of 1871 was passed. The Examiners of the Normal School Students in June were appointed by the following Minute adopted on the 8th of May, 1871.

*Ordered*, That the usual examination of the Normal School Students be held at the close of the present Session, upon the Programme in force at the opening of the Session, and that, to conduct such examination the Masters of the Normal School be, on this occasion, associated with the Committee appointed by the Minute of the 28th March, (videlicet, the Reverend G. P. Young, M.A., and Mr. James A. McLellan, M.A.)

On that occasion there were seventy-one Candidates for First Class, and sixty-six for Second Class Certificates.

Certificates were awarded, on the Report of the Examiners, as follows:—

11 First Class A.	23 Second Class A.
16 First Class B.	33 Second Class B.
16 First Class C.	16 Second Class C.

At the December Examination, the Normal School Students were examined, with other Candidates, by the Examiners of the County of York, the result of that combined Examination, with uniform Examination Papers, was satisfactory.



## CHAPTER XVI.

## DISALLOWANCE BY ORDER-IN-COUNCIL OF THE REGULATIONS FOR THE ADMISSION OF PUPILS TO THE HIGH SCHOOLS, 1872, AND NOTICE SENT DIRECT TO THE HIGH SCHOOL BOARDS.

## I. THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to enclose herewith a copy of an Order-in-Council approved by His Excellency the Lieutenant-Governor, 26th September, 1872, having reference to the Regulations of the Council of Public Instruction for the admission of Pupils to High Schools and Collegiate Institutes.

TORONTO, 27th September, 1872.

I. R. ECKART, Acting Assistant Secretary.

NOTE. A similar Letter was addressed to the Clerk of the Council of Public Instruction. Notice was also sent direct (by the Provincial Secretary) of the suspension of the Regulations to the Boards of High School Trustees. (See his Circular below). For the Regulation of the Council of Public Instruction, relating to the Admission of Pupils to the High Schools, see page 99 of Chapter IX of this Volume.

COPY OF AN ORDER-IN-COUNCIL APPROVED BY HIS EXCELLENCY THE LIEUTENANT-GOVERNOR, ON THE 26TH DAY OF SEPTEMBER, 1872.

The Committee of Council have had under consideration the Regulations of the Council of Public Instruction for the admission of Pupils to High Schools and Collegiate Institutes, and the Report of the Attorney-General, dated 24th instant, in respect thereof, wherein he states that the 38th Section of the School Act of 1871, (34th Victoria, Chapter XXXIII), constitutes the Board of Examiners for the admission of Pupils, and that with that Board the whole duty of examining for admission rests,—that he considers that the Inspector of High Schools, in assuming to settle examination questions, would be usurping the functions expressly reposed in the Board of Examiners, and that the Council of Public Instruction cannot legally do more than prescribe reasonable Regulations with respect to the Subjects and Course of Examination. That the results of the Examinations by the Board upon subjects so prescribed by the Regulations of the Council, are conclusive, and cannot be legally subject to the supervision of the High School Inspector. The Attorney-General further states that he considers that, in prescribing the Programme of Examinations, and Regulations respecting the same, it is desirable that the utmost facility should be afforded to the admission of Pupils to the High Schools, consistent with their showing that amount of previous training without which it is improbable they could obtain any advantages from the further prosecution of their Studies in the High School, and that the Board of Examiners should be left unrestricted to the extent mentioned, in fulfilling the duties confided in them by the Act.

The Committee concur in the view of the Attorney-General as above expressed, and advise that the said Regulations and all action thereunder be suspended.

TORONTO, 26th September, 1872. J. G. SCOTT, Clerk, Executive Council, Ontario.

II. CIRCULAR NOTICE FROM THE PROVINCIAL SECRETARY TO HIGH SCHOOL BOARDS, NOTIFYING THEM OF THE SUSPENSION OF THE REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION IN REGARD TO THE ADMISSION OF PUPILS.

I am commanded by His Excellency the Lieutenant-Governor to inform you that His Excellency has been advised that the whole duty of examining Pupils for admission

to High Schools and Collegiate Institutes, including the settlement of examination questions, rests with the Board of Examiners constituted by the 38th Section of the School Act of 1871, (34 Victoria, Chapter XXXIII), and that the results of examinations by the Board upon subjects prescribed by the Regulations of the Council of Public Instruction are conclusive, and not subject to the supervision of the High School Inspector. In prescribing the Programme of the Examinations, and Regulations respecting the same, it is desirable that the utmost facility should be afforded to the admission of Pupils to the High Schools, consistent with their showing that amount of previous training, without which it is improbable that they could obtain any advantages from the further prosecution of their Studies in the High School. His Excellency has also been advised that the Board of Examiners should be left unrestricted, to the extent mentioned, in fulfilling the duties confided in them by the Act, and has, by Order-in-Council, suspended the Regulations of the Council of Public Instruction for the admission of Pupils to the High Schools.

TORONTO, 27th September, 1872.

PETER GOW, Secretary.

### III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 27th ultimo, enclosing a copy of an Order-in-Council approved by His Excellency the Lieutenant-Governor, dated September 26th, 1872, suspending the Regulations of the Council of Public Instruction, for the Admission of Pupils to the High Schools and Collegiate Institutes, and all action thereunder.

There being, therefore, now no Regulations for the admission of Pupils to the High Schools and Collegiate Institutes, the Regulations and Examination Papers, as a part of them, and my instructions to give them effect, although all printed some time since,—now remain in the Department.

In the absence of all Regulations on the subject, as contemplated and required by the School Law of 1871, it seems to be a question, whether any Pupils can be lawfully admitted to the High Schools, but on the supposition that they can be lawfully admitted under these circumstances, the Authorities of each High School will admit them at their pleasure without any Regulation, or restriction, the Head Master having the inducement of Twenty-seven dollars from public sources for each Pupil, or \$270 for every ten Pupils, (according to the Apportionment for the current year), that may be brought into his High School.

I shall, of course, obey the Order-in-Council, although I cannot but regret that the laborious and protracted efforts of the Council of Public Instruction and my own are thereby rendered useless to protect the Public Schools, on the one hand, in what we have conceived to be their legitimate work, and to elevate the High Schools on the other hand, to the work which we have believed the 34th Section of the School Act of 1871 intended them to do, that they might thus become a connecting link between the Public Schools, and the Colleges, and between the Elementary Common School Education, which prepares men for general business and public life.

TORONTO, 8th October, 1872.

EGERTON RYERSON.

### IV. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 27th ultimo, enclosing an Order of His Excellency the Lieutenant-Governor-in-Council, which suspends the Regulations which had been adopted by the Council of Public Instruction for the Admission of Pupils to the High Schools. As the Order-in-Council does not specify any particular Regulations, or any part of them, in contradistinction to others, but suspends them all, without any exception, in absolute and unqualified terms, there are now no Regulations for the Admission of Pupils to the High Schools, but the Heads of the Schools are left, as they were previously to 1865, to admit Pupils

as they please; and as the Head of each High School has, according to the scale of Apportionment for the current year, the inducement of Twenty-seven dollars, (from public sources), for each Pupil admitted, it is clear, as demonstrated by past experience, that the High Schools will be largely filled up, at the expense of the Public Schools, with Pupils who ought to be learning the Elementary English branches of their education, and who are wholly unfit to commence Classical Studies, or the higher branches of English. The last Royal Commission on Education, composed of some of the most distinguished Scholars and Educators in England, recommended that Pupils should not any longer be sent to the Classical Schools until they had mastered the subjects required by the Programme of Council of Education for Elementary Schools,—a little more than the first four Classes of our Public School Programme. This Royal Commission included such men as the present Earl of Derby and the Reverend Doctor Temple,—then Head Master of Rugby School, now Bishop of Exeter,—acting upon the principle that every youth of Canada, before proceeding to the study of foreign languages, should know the elements of his native tongue, and should be grounded in the other elements of a practical education. The Council of Public Instruction, after much consideration and long experience, confirmed by the example and recommendation of the last Royal Commission of Education in England, laid down the Regulations which the Order-in-Council has suspended.

2. The Order-in-Council will, of course, be strictly obeyed; but the Council of Public Instruction would be untrue to their convictions, to the convictions of all the Inspectors of High Schools during the last ten years, and unfaithful to what it believes to be the best interests of the Public and High Schools, did it not explain the origin and ground of its Regulations, what it believes to have been the intentions of the Legislature on the subject, and what it apprehends to be the injurious consequences of suspending them.

3. Before 1865, Grammar Schools were unduly multiplied without the essential means of efficiency, in order to get a Grant in the localities of their establishment from the Grammar, as well as the Common, School Fund; and many of the Schools thus established were neither good Common Schools, nor passable Grammar Schools, but a diluted mixture of both, under the name of Union Schools. The Inspectors pointed out from time to time the evil of this state of things, and suggested remedies. During the incumbency of the Reverend Doctor Ormiston, as Inspector of Grammar Schools, he frequently referred to the very unsatisfactory state of these Schools, especially the Grammar School part of the Union School, "arising," (as he stated), "from the fact that there are so few in those Schools desirous of prosecuting any branch of study beyond those taught in the Common School." In 1863, the Inspector, (Reverend W. F. Checkley, B.A.), in his Report for that year, says:—"Many of the Grammar Schools scarcely deserve the name, being in fact often inferior to some of our Common Schools," Mr. Checkley suggested, in regard "to Schools already established, but not fulfilling the conditions of the Law, that it would be well that the reins were drawn tighter, and no School allowed to receive any portion of the public money unless it passed the required number of Classical Pupils, and complied in other respects with the Regulations laid down by the Council of Public Instruction." To prevent the undue multiplication of feeble Grammar Schools, Mr. Checkley suggested that "no Grammar School should be established in future in any Village containing less than one thousand inhabitants." He also suggested that, "before making the Apportionment of Government aid to any School, it would be well to require a Certificate from the Inspector of Grammar Schools that a suitable Building had been erected and properly furnished." (See the Annual Report of Chief Superintendent for 1863).

4. In the following year, 1864, the Reverend G. P. Young, A.M., now Professor in Toronto University College, was Inspector of High Schools, and continued so until 1868. Mr. Young, in his Report for 1864, referring to the undue multiplication of Grammar Schools, says,—



Not a few of the Schools thus hastily established, are Grammar Schools in name rather than in reality, the work done in them being almost altogether Common School work, which, as a rule, would be much better performed in a well appointed Common School. A consequence of this is, (in a Union School), that he, (the Master), cannot afford to the Grammar School Pupils the time that is necessary for drilling them in the subjects that they are studying. I frequently judged it right, during my inspection of the Schools last year, quietly to call the attention of the Teacher to the fact, that their Classes in Latin and Mathematics were not so well grounded as might be wished; and no reply which I received was more common than this:—"I admit the defect, but how can I help it? The Trustees require me to instruct, besides Grammar School Pupils, fifteen, or twenty, Common School children. With so many different things to attend to, and having no Assistant, I can only allow a short time to each Class. How in these circumstances, can anyone expect my work to be done thoroughly?"

In regard to Grammar School Accommodation, Professor Young remarks:—

I have nothing of importance to add to the very full descriptions which previous Inspectors have given of the general description of Grammar School Buildings. In my private Reports of the Schools, individually, I have noted the character of the School House in each case; and I only refer to the subject now for the purpose of expressing my opinion that strong measures should be taken by those in authority to compel the erection of suitable School Houses. Were the power in my hands, I would unrelentingly withhold from such Schools, (and there is a considerable number of them in the Province), all share in the Grammar School Fund until I received some good assurance that things would be put in a proper state. It may be said that the County, or Municipal Councils would not care for this; the blow would fall, not on them, but on the Schools, which would become extinct for want of support. I answer: Be it so. If the inhabitants of a district are so unconcerned about higher education as to allow the Public Officers, who have the official direction of their affairs, to act in such a manner, let them take the consequences. They do not desire a Grammar School and they ought not to have one.

6. With a view to remedy the defects and evils thus pointed out by the Grammar School Inspectors, the Grammar School Improvement Act of 1865 was passed, and the Programme of Studies and Regulations adopted under it, and approved by the Governor-General-in-Council, November, 1865.

7. Before noticing the provisions and Regulations authorized by this Act, it may be proper to refer to the powers and duties of the Council of Public Instruction, as previously provided by Law, and which have been confirmed by each subsequent Act. The Consolidated Grammar School Act, 26th Victoria, Chapter 63, provided that:—

The Council of Public Instruction shall appoint Inspectors of Grammar Schools, and prescribe their duties and fix their remuneration; shall prescribe a Programme of Studies, and general Rules and Regulations; and no Grammar School shall be entitled to any part of the Grammar School Fund which is not conducted according to such Programme, Rules and Regulations.

The same Act provides that:—

The Chief Superintendent of Education shall prepare suitable Forms, and give such instructions as he judges necessary and proper for making all Reports and conducting all proceedings under this Act.

8. This authority is confirmed by the Grammar School Improvement Act of 1865, and by the School Act of 1871. Among other provisions of the Act of 1865, are the following provisions and Regulations: —

The Apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to Law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to Law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

After the 1st day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School Fund, unless suitable Accommodations shall be provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted), of at least ten Pupils learning Greek, or Latin; nor shall any other than Pupils who have passed the preliminary and final Entrance Examinations, and are pursuing the yearly subjects of one of the two Courses of Studies prescribed in the Programme, be admitted, or continued, in any Grammar School.

Admission of Pupils Studying Greek and Latin into the Grammar Schools.—The Examinations and Admission of Pupils by the Head Master of any Grammar School,

shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all Pupils to the Grammar Schools.

The regular periods for the Admission of Pupils commencing Classical Studies, shall be immediately after the Christmas, and after the Summer, Vacations; but the admission of those Pupils who have already commenced the Study of the Latin language, may take place at the commencement of each Term. The preliminary Examinations for the Admission of Pupils shall be conducted by the Head Master; as also Examinations for such Scholarships, Exhibition and Prizes, as may have been instituted by Municipal Councils, as authorized by Law, or by other Corporate Bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other Persons with the Head Master in the examinations for such Scholarships, Exhibitions, or Prizes.

9. In the discharge of his duties in the Examination and Admission of Pupils, in his Report for 1865, Mr. Young remarks:—

By a clause in the new Law, it is the duty of the Inspector to admit Pupils into the Grammar Schools. The qualifications required for entrance into the ordinary, or Classical Course are as follows:—The Pupil must be able to read intelligibly, to spell, to write a fair hand, to work questions in the simple Rules of Arithmetic, and he must know the rudiments of English Grammar, so as to be able to parse any easy sentence. In giving effect to this provision of the Law, I have examined about 2,000 children individually, and I have been startled at the ignorance of the rudiments of English Grammar displayed by a large number of those whom I have examined. As specimens, I may refer to the last six Schools which I have inspected. In the first, of thirty-one Pupils examined, I was obliged to exclude thirteen from the Grammar School roll. In the second, I was obliged to reject twenty-two out of thirty-one; in the third, twelve out of eighteen; in the fourth, ten out of nineteen; in the fifth, ten out of twenty-three; and in the sixth, which is under the care of a more than ordinarily accomplished Teacher, all of whose advanced Pupils passed the examination, I had to reject fifteen out of fifty: the whole number examined.

The rejection was, in every case, on account of ignorance of the rudiments of English Grammar. The sentences which the Pupils were unable to parse were such as the following:—"The mother loved her daughter dearly;" "John ran to School very quickly;" "She knew her lesson remarkably well." In no case did I reject a Pupil merely for a single mistake, which might have been committed through inadvertence, or agitation; but only when it became manifest that the Pupil was unable to parse the sentence with ordinary decency. This reveals a state of things in the Elementary Schools of the Country which calls for anxious investigation. I have no means of knowing whether the majority of the Pupils whom I was obliged to reject received their early training in the Common Schools of the Province, or in Private Schools; but there can be no doubt that a large number of them must have attended the Common Schools. I would respectfully suggest that, in some way or other, the attention of the Common School Trustees should be directed to the facts which I have brought out; and that it should be impressed upon them that they are morally bound to see that the education given in the Schools of which they are the guardians, is really worthy of the name. I have been told, that, in a considerable number of the Common Schools English Grammar is looked upon as of no importance, in comparison with such branches as Arithmetic, Book-keeping, Algebra and Natural Philosophy. But I am slow to believe that there can be more than a very few Persons connected with education, whether as Teachers, or Trustees, who are so stupid as to entertain such an idea. (See Report of Chief Superintendent of Education for 1865).

10. It is thus seen that as low as the standard of admission was under the Regulations of 1865, Mr. Young had to reject more than one-half of the Pupils, who had been examined and admitted by the Head Masters,—a state of things to which the High Schools will, of course, fall back if the Examination and Admission of Pupils be wholly left to the local Authorities as under and even before the Act of 1865. Early in 1868, the Reverend J. G. D. Mackenzie, M.A., succeeded the Reverend Mr. Young as Inspector of Grammar Schools. Mr. Mackenzie, in his Report for 1869, agrees with and confirms what Mr. Young had stated in 1865 and 1866 on the subject of low admission to the High Schools, and of the deplorable neglect of our native tongue in the teaching of the Schools. Mr. Mackenzie says:—

In my last Report I gave it as my opinion that the standard of admission into the High Schools ought not to be, in English, so low as it is now for entrance into the Grammar School in the case of those who are to take the Classical Course. Extended acquaintance with our Public Schools has strengthened my convictions on this head; for, in spite of my persistent efforts in the direction of increased culture of the mother tongue, I have but little improvement on the whole to record. My view of the matter



is simply this, that the natural development of the Common School is checked by not having a point in English acquirement sufficiently advanced to aim at, and that tuition in the English language is often characterized by comparative want of life and good system, whilst an unreasonable amount of time and effort is expended not only on Arithmetic, but even on Algebra and Geometry, which make a show and are admired much on the principle of "*omne ignotum pro magnifico*." It is to be feared, on the other hand, that the High School will not generally accomplish what we hope to get from it in Science and the higher branches of the English literature, when the starting point is so low. It will be objected by those who are apt to identify the extension of superior education with the rapid multiplication of High Schools, that to raise the standard of admission would unduly restrict the number of High Schools; but I answer that the Country would gain nothing more in time to come from feeble and superfluous High Schools than it does from its feeble and superfluous Grammar Schools now; that the High School is not a benefit until the High School is required; and that we are doing a positive wrong to the Common School when we establish a High School, merely because its numbers will be smaller and the School more select, or for any other reason apart from the natural development of the Educational System. Mr. Young has well said in his Report for 1866,—“I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that rather than see them degraded,—rather than see the goal, beyond which their most advanced Pupils are not to pass, fixed at the point where an easy English sentence can be parsed.—I would be willing that all the Grammar Schools in the Country should perish.” That is strongly, but not too strongly expressed; for it is idle to expect the vigorous High School to spring from the dwarfed Common School. The mere multiplication of High Schools is not necessarily the extension of superior education. We must see to it that each member of the System is in a healthy condition and performing its proper functions. (See Report of the Chief Superintendent for 1869).

11. The defects and evils thus successively pointed out by the Inspectors, Doctor Ormiston, Messieurs Checkley, Young, and Mackenzie, were sought to be remedied by the provisions of the School Act of 1871, and the Regulations authorized by it. There were wanting the provisions to obtain the same means to support the High Schools as the Public Schools; and a manifest necessity, as stated by the Inspectors from year to year, of defining and practically enjoining the respective work of Public and High Schools, for the interest of both,—dividing the work between them,—making the one supplementary to the other, instead of both doing the same work; so that while the Public Schools would be imparting a practical Elementary Education to all, they would also be feeders to the High Schools, as the latter would be feeders to the University, as well as Preparatory Schools for Commercial and Public life. Thus the greater efficiency of the High Schools was provided for, by restricting the undue multiplication of feeble ones, restricting the establishment of new ones by the sanction of the Lieutenant-Governor-in-Council, instead of leaving it, as heretofore, to each County Council; by increasing the minimum Apportionment to each High School from Three hundred to Four hundred dollars per annum, and requiring at least one-half of the amount of Government Apportionment to be raised by the County Councils, and then providing for the proper Accommodation and support of High Schools from local Municipal sources, on the application of the Boards of Trustees. In pursuance of the same object, the Act provides expressly:—That in the High Schools provision “should be made for teaching both male and female Pupils the higher branches of an English and Commercial Education; including the Natural Sciences, with special reference to Agriculture, and also the Latin, Greek, French and German languages, to those Pupils whose Parents, or Guardians, may desire it, according to a Programme of Studies and Regulations, which shall be prepared from time to time by the Council of Public Instruction with the approval of the Lieutenant-Governor-in-Council.

12. It will be observed that the High Schools are not authorized to teach the elementary branches of an English Education, which they will of course do, if each Head Master and Chairman of a Board of Trustees can admit Pupils at their pleasure without any supervision, or veto, on the part of High School Inspectors, and for which there is the pecuniary motive of Twenty-seven dollars, from public sources, for each Pupil admitted.

13. The Act further provides that “all the provisions of the Grammar School Acts shall, as far as is consistent with the provisions of this Act, apply to High Schools,



Head Masters, and other Officers as fully as they apply to Grammar Schools and their Officers," and "no public or High School shall be entitled to share in the Fund applicable to it unless it is conducted according to the Regulations provided by Law." It is then provided that "The County, City, or Town, Inspector of Schools, Chairman of the High School Board, and the Head Master of the High School, shall constitute a Board of Examiners for the Admission of Pupils to the High School, according to the Regulations and Programme of Examination provided according to Law, and it shall be the duty of the Inspectors of High Schools to see that such Regulations are duly observed in the Admission of Pupils to the High Schools."

14. The Council of Public Instruction will first state the Regulations and Programme it has prescribed under this 38th Section of the Act of 1871, and then show that it has done so in accordance with both the letter and spirit of the Act. The Regulations and Programme prescribed by the Council are as follows:—

*Admission of Pupils.*—The Admission of Pupils by the Board of Examiners, constituted by the 38th Section of the Act of 1871, shall be regarded as subject to the approval of the Inspectors of High Schools. Admissions shall take place immediately after the Christmas and Summer Vacations, also at the commencement of the Autumn Term [in October] and Pupils admitted at other times shall not be reckoned for that half year in the Apportionment. The Questions and Answers of Candidates for admission shall be preserved for the examination of the Inspectors. The subjects of examination for admission to the High Schools are the same as those prescribed for the first four Classes in the Programme of Studies in the Public Schools, and omitting from the subjects of the fourth class, Christian Morals, Animal Kingdom and Elements of Chemistry and Botany.

15. Such is the Programme and such are the General Regulations prescribed by the Council of Public Instruction for the Admission of Pupils to High Schools. Now as to the authority for these proceedings, it is to be observed:—

1. That the Act expressly authorizes the Council to prescribe not only a Programme of subjects of examination, but Regulations for conducting such Examinations.

2. That the Inspectors are expressly authorized and required by the Act "to see that such Regulations are duly observed in the Admission of Pupils to the High Schools."

3. "That the local Public School Inspector, Chairman of the High School Board, and Head Master of the High School, are not authorized by the Act to admit Pupils at all to the High School, but constitute a Board of Examiners for the Admission of Pupils to the High Schools, according to the Regulations and Programme provided according to Law."

16. It is noteworthy that there is an essential difference between finally admitting Pupils to the High Schools and examining them for admission. The University Examiners, appointed by the Senate, examine Candidates for Degrees and Scholarships; but the Senate alone confers the former and awards the latter. The Central Committee of Examiners examine for First Class Certificates of Public School Teachers, but the Council of Public Instruction grants such Certificates. So the High School Head Master and Chairman of the Board examine Pupils for admission to the High Schools; but the Act expressly adds that "it shall be the duty of the Inspectors to see that the Regulations are observed in the Admission of Pupils to the High Schools." But how can the Inspectors perform this duty if the decision of the Examiners is final, and if the Inspectors have no power to see that the Regulations are observed?

17. This clause of the Act in respect to the duty of Inspectors, as well as the peculiar wording of the former part of the 38th Section of the Act, seem to have escaped the notice of the Honourable the Attorney-General, as he has not noticed them.

18. It may be observed, that supposing the Board of Examiners have power to admit Pupils finally to the High Schools, as well as to examine them for admission, they can only do so, "according to the Regulations and Programme of Examination provided according to Law." But if the Regulations are suspended, where is the provision for the examination, or Admission of Pupils at all?

19. On the other hand, when it is recollected that the Inspectors alone both examined and admitted Pupils to the High Schools from 1865 to 1871; that the Act of

1871 was not intended to lessen their authority in the Admission of Pupils, but to relieve them from the labour of the personal examination of Pupils; that the standard for the Admission of Pupils was intended to be in practice, as well as in theory, uniform throughout the Province, which cannot be except there be one authority for admission; that on such uniformity alone can the High School Fund be equitably apportioned to each School according to the number Pupils admitted into it, and the Fund be protected from abuse and the High Schools be kept to the Programme. Under such circumstances and according to such views there is harmony, and uniformity in the working of the School Act, when the Inspectors see that the Regulations are observed in the Admission of Pupils to the High Schools, as well as in their teaching and management; for the same words that authorize the latter, authorize the former; and if Inspectors have no authority to do the one, they have no authority to do the other, and the whole inspection of the High Schools appears but a useless ceremony.

20. The only question remaining to be noticed is that relating to the preparation and prescribing by the Council of Public Instruction of a uniform series of Examination Questions for the use of all the Examiners, and according to which perfect uniformity is secured in the examination of all the Pupils.

21. Last year the Council of Public Instruction simply fixed the standard of admission to the High Schools, leaving the Examination Papers to be prepared by the Head Master, Chairman of the Board of each High School, and the local Inspector, and directing that the Examination Questions and Answers of Pupils should be preserved for the examination and approval, or otherwise, of the High School Inspector, but the Inspectors reported that although there was a uniform standard for the Examination and Admission of Pupils, as there was formerly for the examination and licensing of Teachers, yet there was no uniformity in the Examination and Admission of Pupils any more than there was formerly in the examination and licensing of Teachers by the various County Boards; that, in some cases, the questions did not embrace all the subjects, and in other cases the questions were such as to furnish no test of the Pupil's knowledge of the subjects as prescribed in the Regulations, and were manifestly intended to enable the Pupils to be admitted with the least modicum of knowledge of the subjects of the Programme, while some of them were altogether omitted. This diversity, and the injustice to some Schools, and some of the evils of it have been well pointed out. After noticing the fact of "the abuse of over-crowding the Schools with half-prepared Pupils," the following illustration is given:—

Take a case by way of illustration. Of two Schools in the eastern part of Ontario, one contains only about 150 Pupils for whom Government money can be drawn, and yet it is one of the very best Schools in the Province, the Head Master and Board of Trustees having more respect for the character of their School than they have for the amount of their Grant; while the other, quite close at hand, draws Government money for some 200 Pupils, scarcely ten per cent. of whom could find their way into the former School at all. What encouragement is given, in such a case as this, to the deserving School, when those who control it can see, year by year, the Government money handed over to a neighbouring one, while a little more laxity on their part would secure them a share of it? Under such a system it is no wonder that, in many instances, the High Schools degenerate into intolerable nuisances, costing ten times the amount required for a good Public School, and not doing a tenth part of its work.—(*The Globe*, 30th September).

22. It was to remedy such injustice and evils, that the Council of Public Instruction directed the preparation and printing of a uniform series of elementary Examination Papers as a part of its Regulations for the Admission of Pupils to High Schools; finally directing that every Pupil answering fifty per cent. of these Questions should be entitled to admission, but to secure uniformity and equal justice to all Schools, and to enable the Inspectors to comply with the Law in seeing that "the Regulations were duly observed," the local Boards of Examiners were instructed to return the Questions with the Answers of the Pupils to the Education Department, so that the Inspectors could examine them together, and judge for themselves as to whether the Regulations "were duly observed."



23. In no other way, it is submitted, could there be uniformity in the Admission of Pupils, and justice done to those Schools in which all the objects and provisions of the Law were sought to be faithfully fulfilled; and in no other way was it conceived, could the High School Inspectors perform the duty prescribed for them by Law, "to see that such Regulations are duly observed in the Admission of Pupils to the High Schools."

24. But the Council hereto appends an extract from the Report of the two High School Inspectors, giving the results of their own experience, and lucidly expounding the past and present Systems of Examinations and Admissions of Pupils to the High Schools,—showing how the Council has proceeded step by step on the subject, and has adopted the present system, (disallowed by the recent Order-in-Council), after the proved inefficiency of successive other efforts to improve the High Schools.

25. With the review of past proceedings and the reasons of law and necessity for them, the Council of Public Instruction desires to add two remarks in conclusion:—

1. The Council has, at the expense of much time and labour, prepared the Regulations by which our Public and High Schools have been created and developed, in all their details of Text Books, Apparatus, Libraries, Prize Books, Organization, Management and Discipline, and during more than twenty-five years in this arduous, difficult and gratuitous labour, the Council has had, without exception, until the present year, the protection and co-operation of every Government of whatever party composed.

2. In Great Britain and Ireland, where, in the former the whole System of Elementary Education has been devised and developed from 1838 to 1870, by a Committee of the Privy Council on Education, and the latter, where the whole Educational System has been created and managed by a Board of Education from 1832 until the present time, and during which periods much opposition has been displayed from various quarters, with every variety of hostile publications and organizations, the Imperial Government has never interfered with, modified, much less disallowed, one act of either the Committee of Council, or Irish National Board, without a previous Commission of Inquiry, or Parliamentary Investigation, in which all parties could be heard and the whole subject or system carefully enquired into and considered.

The Council of Public Instruction cannot but feel that their long, gratuitous, and successful labours, and the large experience which has been consulted and applied in their deliberations and Regulations, gave them a claim to a similar courtesy, and that the integrity of the System of Public Instruction requires similar security before any part of the System be cancelled on local and interested representation. The Council desire only that their proceedings may be subject to the most thorough Parliamentary investigation before being condemned, and the Council conceive that such an investigation can hardly be denied to men who have laboured during a quarter of a century for the best educational interests of the Country, with no other motive, or reward, than the consciousness of employing their best researches, experience and judgment to advance sound, as well as universal education in the Province.

By order of the Council of Public Instruction for Ontario.

TORONTO, 9th October, 1872.

ALEXANDER MARLING, Clerk of the Council.

#### V. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith the Reply of the Council of Public Instruction to your Letter of the 27th ultimo, addressed to the Clerk of the Council, and enclosing an Order-in-Council suspending the Regulations for the Admission of Pupils to the High Schools and Collegiate Institutes, and all action thereunder.

I observe that, in some quarters, it has been proposed as a substitute for the Regulations providing uniform entrance examinations for the High School and average attendance as the basis of Apportionment of public money for their support, payment "according to results," or work done in each High School and Collegiate Institute, and this scheme has been ascribed to Professor Young. But Professor Young, in his Report, as Inspector of High Schools, addressed to me for 1867, remarks:—



I have come to the conclusion, after having devoted much thought to the subject, that until educational results are combined with attendance as the basis of apportionment, it will be impossible to devise any scheme of distribution that shall not be open to grave objections. More than a year ago you asked me to consider whether "results" might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the Grants to be made to the several Schools. I stated to you my conviction that it could not be done with the present provision for the inspection of Grammar Schools.

But I feel no doubt that if the Provincial Legislature were willing to make an additional annual Grant of One thousand, or Eleven hundred, pounds for Grammar Schools' Inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized that would make the blood flow in a new style through every limb of the Grammar School Body, from Windsor to L'Orignal, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right Apportionment of the Grammar School Fund possible. (Report for 1867).

In my Report for the same year, I remarked upon Mr. Young's reply to my request, showing, with him, the necessity of increasing the means of inspection.

I made enquiries into the working of this system in England, and conferred on the subject with the British Educational Commissioner Fraser, (now Bishop of Manchester), in 1865, and directed attention to it on the part of the Reverend J. G. D. Mackenzie, High School Inspector, who, in his Report for 1869, also discussed and recommended it.

Again in my Report for 1870, I discussed the subject, and adduced examples of other Countries. I paved the way for it by preparing and getting inserted in the 37th Section of the School Act of 1871, the words:—

Each High School, conducted according to Law, shall be entitled to an apportionment at the rate of not less than four hundred dollars per annum, according to the average attendance of Pupils, their proficiency in the various branches of study, and the length of time each such High School is kept open, as compared with other High Schools.

Professor Young delivered a Lecture on the subject to the Teachers' Association in August of last year. I also requested the two High School Inspectors to devote their attention to the subject, and report the result; they did so last Spring, but the Council of Public Instruction thought it best to collect data and mature the scheme this year, with a view of seeing whether it might not, to some extent at least, be introduced and tested next year. The Inspectors discussed and presented a scheme in their Report which will be shortly printed.

But it is to be observed that any, and every, scheme of this kind implies a uniform, or common point, or standard, of commencement, and, therefore, renders indispensable, uniform examinations of Pupils for admission to the High Schools.

This common starting point is as essential in the race of competitive labour in the High Schools, for as large a prize as possible of money in the public apportionment, as in a race for any other prize.

TORONTO, 10th October, 1872.

EGERTON RYERSON.

## VI. THE PRESIDENT OF THE EXECUTIVE COUNCIL TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am directed to acknowledge the receipt of the Communication of the Council of Public Instruction, dated the 9th instant.

Regulations suspended by the Order-in-Council referred to, infringing, as they did, the provisions of the School Act of 1870-71, in a principal particular, by introducing the High School Inspectors as Examiners in substance for the admission of High School Pupils, ceased to be applicable to the Board of Examiners as constituted by the 38th Section of the School Act of 1871, and the duty will again devolve upon the Council of Public Instruction of framing the Regulations and Programme of Examination for the guidance of such Board. The reason for the passing the Order-in-Council was the legal one that the Regulations suspended were in contravention of the provisions of the

Section referred to, and I am directed to assure the Council that it was solely on this ground of illegality that the Government considered it their duty to advise the suspension of the Regulations without further reference to it. I am also directed further to remind the Council that in prescribing Regulations, the School Law provides that they are to be approved by the Governor-in-Council, (see Section 15, Consolidated Statutes of Upper Canada, Chapter 63), and that therefore, until they are submitted for and receive such approval they are not obligatory.

I am further directed to mention that the important questions which are offered by the Council in explanation of their action in the premises have not been overlooked, but have received the earnest consideration of the Government, and I am further directed to observe that many of the suggestions for rendering the High Schools really, and not nominally so, are indisputable, and that the Government is quite prepared to aid the Council in its efforts to obtain, as far as may be, a uniform standard of proficiency at admission. In endeavouring to accomplish this, however, the Government and the Council are equally bound to observe the provisions of the Law, as appearing in the different Acts relating to this subject.

Toronto, 15th October, 1872.

HENRY KINLOCH.

#### VII. FROM THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed to acknowledge the receipt of your Letter of the 10th instant, with its enclosure containing the Reply of the Council of Public Instruction to the Letter of the Provincial Secretary of the 27th ultimo, which enclosed the Order-in-Council, suspending the Regulations for Admission of Pupils to the High Schools.

I am directed to ask your perusal of the Answer of the Government to that Communication, and also to observe that an Examination, as uniform as may be, of Pupils for Admission to the High Schools is altogether to be desired, and that all reasonable means for securing this end will meet with the approbation of the Government.

Toronto, 16th October, 1872.

HENRY KINLOCH.

#### VIII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE EXECUTIVE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of the 16th instant, requesting my perusal of the Answer of the Government to the Communication of the Council of Public Instruction of the 27th ultimo, addressed to the Provincial Secretary.

I have read the concluding part of the Answer of the Government referred to with heartfelt satisfaction; recognizing as it does the principle and necessity of a uniform standard of examinations in the Admission of Pupils to the High Schools, and assuring the earnest consideration of the Government to the suggestions of the Council, and of aid to its efforts in the accomplishment, as far as possible, of so desirable and important an object. I have the honour to transmit herewith the answer of the Council of Public Instruction to the Communication of the Government.

I deeply regret that the much time and labour which have been employed on the subject, have proved fruitless, and that the season is too far advanced to permit the Council doing anything more on the subject before the end of the year, or until further legislation takes place.

It appears to me that the High Schools will not recover for some time from the shock and confusion arising from the entire suspension of the Programme and Regulations for the Admission of Pupils to the High Schools, and of all proceedings under them,—my own belief is, which I venture to express, that the best, and indeed only solution of the difficulty and injury caused by, and likely to arise from, the Order-in-Council, is to have it rescinded, or modified, and cause the Examinations to take place next month according to the Programme and Regulations, with the instructions to the High School Inspectors, as suggested by the Council of Public Instruction in the accom-

panying Communication. If the requirements of the 38th Section of the School Act of 1871 be observed, I do not see how Pupils can be lawfully admitted to the High Schools in the absence of both Programme and Regulations; but if the Examinations which took place the 10th instant be ignored as not according to Law, those of next month, according to Regulations and Programme, with the uniform questions which are printed and ready to be sent out, may be made retrospective in their application in behalf of Pupils admitted, as if they had taken place earlier in the half year.

TORONTO, 21st October, 1872.

EGERTON RYERSON.

IX. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PRESIDENT OF THE EXECUTIVE COUNCIL.

The Council of Public Instruction acknowledge the receipt of your Letter of the 15th instant, in reply to the Letter of the Council of the 9th instant, addressed to the Provincial Secretary, respecting the Regulations for the Admission of Pupils to the High Schools, which have been suspended by an Order of the Lieutenant-Governor-in-Council. You are directed to state that "the duty will again devolve upon the Council of Public Instruction, of framing the Regulations and Programme of Examination for the guidance of such Board of Examiners, as constituted by the 38th Section of the School Act of 1870-1."

2. To this the Council beg to reply, that the time for examining Pupils for their Admission to the High Schools for the current half year is passed. The time appointed for it, and for which all parties had prepared, was the 10th instant; but a few days before that time, an Order-in-Council was passed suspending the Regulations for the Admission of Pupils, and forthwith communicated by the Provincial Secretary to Chairman of High School Boards, and published in *The Globe* Newspaper of the 30th ultimo. It is, therefore, too late for the Council of Public Instruction to frame any new Regulations to take effect for the current half year; and before the commencement of another year, the Legislature will have been assembled, when the whole question of School Law and School Regulations will probably be discussed and decided upon in some form, or other.

3. The Council would also remark, that a Programme and Regulations were prepared and published last year for the guidance of local Boards of Examiners, constituted by the 38th Section of the School Act of 1871; but the Inspectors have reported that there was no uniformity in the Examinations for the Admission of Pupils. They even state "Granting that the Examining Boards are composed of men of unimpeachable integrity and unquestionable ability, there still remains the stubborn fact that, both under the old law and under the new, Pupils have been hurried into the High Schools who were utterly unqualified." No change has been made in that Programme; no objection has been made to it; but to remedy the defects of the Examinations, the Council caused uniform Examination Papers on all the subjects of the Programme to be prepared and printed; which Examination Papers, with the needful instructions for their use, were within a few hours of being sent out to the County, City and Town Inspectors for the use of the several High School Boards of Examiners, when the Order in Council suspending them was published in the Newspapers,—had the Government thought proper to signify to the Council its disapproval of the part of the Regulations, which recognized the power of Inspectors to reject any Pupils admitted by the Boards of Examiners, the uniform standard and questions might have remained undisturbed; the Examination Papers with the Answers would have been forwarded to the Department, and the Inspectors could have been instructed not to veto any Admissions of the local Boards. The Inspectors might have been also instructed to examine and report upon the proceedings of the local Boards, and the whole could have been laid before the Government for its information, with a view to enable it to decide upon the Regulations when finally revised and submitted to the Lieutenant-Governor-in-Council for ultimate ratification. But the peremptory disallowance of all the Regulations and the Programme, and the publication of such disallowance in the Newspapers, has not



only rendered impossible that uniformity of examinations which your Letter states to be important, but places the Council in the unenviable position before the public of being condemned for having made Regulations contrary to Law.

4. But the Council of Public Instruction is publicly condemned not only on the ground of the alleged illegality of their proceedings, but also upon the ground of their policy; for the Order-in-Council adds, that "The Attorney-General further states, that he considers that, in prescribing the Programme of Examinations and Regulations, it is desirable that the utmost facility should be afforded to the Admission of Pupils to the High School, etcetera,—clearly implying that the Council of Public Instruction had not, by the Regulations suspended, afforded sufficient facilities for the Admission of Pupils to the High Schools, and that the local Boards should extend those facilities,—which cannot be done without reducing the standard of admission, and thus bringing back and perpetuating a state of things which the Inspectors and other enlightened friends of High School Education have deprecated for years past.

5. Under such circumstances the Council feel that a thorough investigation of their acts and policy, so condemned and censured by the Attorney-General, are due to their character and past services; and as the Honourable Edward Blake, President of the Executive Council, has, in past years, required all Minutes of the Council of Public Instruction and Correspondence between Members of the Government and Education Department to be laid before the Parliament, so the Council trust that the Correspondence of the present year will be laid before the Legislative Assembly at the commencement of its approaching Session, preparatory to a full investigation by the High Court of Parliament.

6. You state that you are directed further "to remind the Council that in prescribing Regulations, the Law provides that they are to be approved by the Governor-in-Council, and that, therefore, until they are submitted for, and receive such approval, they are not obligatory."

7. To this the Council beg to return the following answer:—Firstly, In the Return of Correspondence between Members of the Government, and the Education Department, laid before the Legislative Assembly at its past Session, and printed by its order, it appears that as early as the 3rd of January last, all the Programmes and Regulations which the Council of Public Instruction had adopted, were transmitted to the Government, and laid before Parliament. Secondly, By order of the Government, the Minutes of Proceedings of each Meeting of the Council, as soon as confirmed, have been laid before the Government for its information, and, therefore, for its disallowance, if not approved of. Thirdly, An Act was passed near the close of the last Session of the Legislature expressly authorizing the Lieutenant-Governor-in-Council "to cause enquiry to be made into the working of any Rules, Regulations, Instructions or Recommendations which have been, or may be, made, or issued by the Council of Public Instruction, or by the Chief Superintendent of Education, and to abrogate, suspend or modify any such Rules, Regulations, Instructions, or Recommendations." Fourthly, In pursuance of this Act, a minute enquiry was, last spring and summer, instituted by the Government, in form of questions, as to the authority of the Council in regard to all the School Regulations, etcetera, and reasons for them; after which the Government advised that the Regulations in respect to School House Accommodations should be only recommendatory for the current year. The disapproval of one Regulation, supposed to have been compulsory instead of being recommendatory, plainly implied and conveyed the impression of its approval of the other Regulations; among which were the Programme and Regulations for the Admission of Pupils to the High Schools, and the authority of Inspectors to see that the Examinations of Pupils by the local Boards were according to the Regulations, and, therefore, determining the final Admission or non-Admission of Pupils accordingly.

These Regulations were adopted as early as July, 1871, and they had been in operation upwards of a year, and had not been disallowed by the Government after so severe a scrutiny of them. There is no change whatever in the Programme of Examinations

since July, 1871; nor any change in the legal authority recognized in the Inspectors, and, therefore, no difference involving any principle of Law. The only difference is, that during the second half of last year and first half of this year, the local Boards prepared the Examination Papers, (which were as various as the Boards), and the second half of this year the Council of Public Instruction have caused to be prepared a uniform set of Examination Questions, based upon the Programme prepared and published last year. But on the eve of these uniform Questions being used, they have been without notice suspended, (as intimated in the Newspapers), together with the Regulations and Programme on which they are founded, thus not only taking the Council of Public Instruction by surprise, but leaving no time, or opportunity, for repairing the damage done to the Schools and the School System during the current half year.

8. The Council know not how the Government could have been more fully informed of all the Council's Regulations and proceedings than it has been; and the Government having declared its intention, at the close of the last Session of the Legislature, to examine into all the proceedings of the Council of Public Instruction, and had an Act passed for that special purpose, this Council have felt precluded under such circumstances from framing, much less submitting to the Government, any new Programme, even had they thought it desirable; but have simply endeavoured to remedy the defects of the unsatisfactory examinations of the previous twelve months, by rendering them uniform,—an object which you are directed to recognize the importance of as strongly as the Council have laboured earnestly to promote it; and the Council cannot imagine what meaning the clause relative to the duty of Inspectors in the 38th Section of the School Act of 1870-71 can have, if the Inspectors have no control over the Admission of Pupils to the High Schools. If this is not permitted by Law, (as we are assured the Author of the clause in question supposed and intended), then there seems a necessity for an amendment of the Law in this respect, as the Council cannot conceive the possibility of uniformity of examinations and admission to the High Schools without some one authority to decide finally upon them.

9. In regard to the Regulations being "obligatory;" the Council have never used that word; the Council have nothing to do with administering either the Law, or Regulations made under it, except in respect to the Normal and Model Schools, and giving First Class Certificates to Teachers; but the Council had intended that the Regulations in regard to both the Public and High Schools, under the new School Act, should at first be experimental and not final, but subject to revision as experience might suggest, and then to be submitted to the Governor-in-Council for formal sanction; and printed in an official form,—which has not yet been done, or proposed to be done, although a sum was voted by the Legislature at its last Session for that purpose. The Council had proceeded in the same manner in regard to Programmes and Regulations under former School Acts; and the result has proved the wisdom of such a course, which met the approbation of successive Administrations of Government.

10. The Council are extremely gratified at the expression of sentiment and feeling on the part of the Government, contained in the concluding paragraph of your Letter; and no effort will be wanting on the part of the Council to aid the Government in every possible way to mature and render as effective as may be, every detail and operation of our School System.

11. The Council fully recognize the supreme authority of the Government in regard to matters connected with education, as well as in regard to other public interests; the Council fully recognize their duty to obey the orders of the Government as provided by Law; but they submit whether, according to usage of other Governments, as well as of our own Government in all past years, (as more fully explained in our Letter of the 9th instant), whether according to all legal usage, founded upon fairness between man and man, it is not due to our individual character and past labours, that we should be informed of complaints and representations made against our acts, and be permitted to explain and give the reasons for such acts, before they are condemned,—much less

publicly condemned,—by Orders of the Lieutenant-Governor-in-Council, published in the Newspapers.

By order of the Council of Public Instruction for Ontario.

TORONTO, 21st October, 1872.

ALEXANDER MARLING, Clerk of the Council.

(NOTE. The two foregoing Letters of the 21st of October were simply acknowledged by Mr. Edward Blake's Secretary).

#### X. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith a Minute of the Council of Public Instruction adopted at its Meeting held on Monday, the 14th instant.

I beg also to enclose for the information of the Government, extracts from Letters expressing the views of certain Authorities of High Schools, who wish to keep up the standard of High School Education, in regard to the suspension of the Regulations relative to the Admission of Pupils to High Schools. Similar views have been verbally expressed by representative Members of High School Boards in personal enquiries at this Department.

I am persuaded that had the trial of the Regulations been permitted it would have been successful, and would have given general satisfaction.

TORONTO, 16th October, 1872.

EGERTON RYERSON.

#### ENCLOSURE: EXTRACT FROM THE MINUTES OF COUNCIL OF PUBLIC INSTRUCTION, 14TH OCTOBER, 1872.

*Ordered*, That the Government having condemned and suspended, through the medium of the Public Press, the Regulations which the Council of Public Instruction had adopted for the Admission of Pupils to the High Schools, a request be made to the Government for permission to publish, through the same medium, the Explanations contained in the Reply of the Council addressed to the Honourable the Provincial Secretary on the 11th instant.

#### XI. THE PRESIDENT OF THE EXECUTIVE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed to acknowledge the receipt of your Letter of the 16th instant, with which is transmitted a Minute of the Council of Public Instruction, passed on the 14th instant.

With respect to this Minute I am directed to call the attention of the Council to the Letter of this Department, of the 15th instant, addressed to Mr. Marling, the Clerk, in which the causes for the action of the Government in suspending the Regulations referred to are stated; and the Council will perceive that it was in consequence of these Regulations being in direct conflict with the Statute referred to, and, therefore, illegal, that this action was forced upon the Government; and that the immediate modification of that action was necessary, having regard to this illegality, and to the necessity of the High School Boards being immediately advised. In the Letter to Mr. Marling the Council was assured of the aid of the Government in its efforts to obtain as far as may be a uniform standard of proficiency at admission, and which I am again directed to assure the Council is the desire of the Government; and the Government would invite the Council to consider what Regulations would best subserve this object, which would not be obnoxious to the existing state of the Law, and if further legislation should, in the judgment of the Council, be necessary, their suggestions would be earnestly considered, and I am further directed to mention that it is the desire of the Government to act in harmony with the Council in the endeavour to secure so great a public benefit as improving the standard of High School Education throughout the Province.



I am also directed to mention that when substitute Regulations for the Admission of Pupils to High Schools have been adopted by the Council and approved of by His Excellency-in-Council, it will be opportune to make them known through the medium of the Public Press; but that it is not in the public interest that Communications passing between Officers under the Government and the Government itself should become subjects of discussion for the Newspaper Press.

I am directed to return the Communications from the High School Teachers, which you were good enough to enclose for the perusal of the Government.

TORONTO, 22nd October, 1872.

HENRY KINLOCH.

## XII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of the 22nd instant, in reply to mine of the 16th instant, enclosing a Minute of the Council of Public Instruction, requesting permission to publish its explanation of its own proceedings, which had been pronounced illegal in a published Order-in-Council.

2. As your Letter is a reply to the application of the Council of Public Instruction on that subject, I laid it before the Council; and I have the honour to transmit herewith the Answer which the Council has adopted in reply to your Letter.

3. In respect to the prayer of the Council that I may be permitted to seek the decision of one of the Superior Courts, on the question of the alleged illegal act of the Council, I suppose that I have discretionary authority in ordinary cases, as the Section of the Act referred to says:—

It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under the Grammar or Common School Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision.

4. But in the peculiar circumstances of the present case, I do not think it advisable to proceed without the consent of the Government.

5. In a Letter addressed to me by the Honourable the Attorney-General, dated the 23rd instant, he substantially reverses an opinion he had expressed in a previous Letter, on considering dimensions as an element in adequate School House Accommodations; and I cannot but believe that either of the Superior Courts, if an appeal to them be permitted, would acquit the Council of Public Instruction of having acted illegally, as the Attorney-General has stated, in framing a Programme and Regulations for the Examination of Pupils for Admission to the High Schools.

I will only add that hitherto, during the present year, no Member of the Government has visited the Education Department, to examine its work and modes of operation, nor has had any consultation with any Member of the Council of Public Instruction, as to High, or Public, School Regulations, of the methods of carrying them into effect. Had there been any such consultation, I am persuaded the difficulties which are now felt, never would have occurred, and the onward progress of School improvement would not have been impeded, or met with any check, as it has now done.

TORONTO, 25th October, 1872.

EGERTON RYERSON.

## XIII. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PRESIDENT OF THE COUNCIL.

The Chief Superintendent having laid before the Council a Letter of the 22nd instant, addressed to him by direction of the Honourable Edward Blake, President of the Executive Council, in which Letter is discussed the Minute of this Council of the 15th instant, applying to the Government for permission to publish their explanatory answer to the published Order of the Lieutenant-Governor-in-Council, suspending the Programme and Regulations for the Admission of Pupils to the High Schools; the Council desire to make the following remarks in reply to the President of the Executive Council, and request the Chief Superintendent to transmit them to him.

2. In the Letter directed to be sent by the Honourable Edward Blake, President of the Executive Council, the Council of Public Instruction are informed "that it is not in the public interest that Communications passing between Officers under the Government and the Government itself should become subjects of discussion in the Newspaper Press." Had the Government adopted this course in the first instance, the Council would not have applied for permission to publish its Communication on the 9th instant; but their unusual application was made on account of the entirely unusual course adopted by the Government, of first publishing its Order-in-Council in the Newspapers, condemning and suspending, as unlawful and injurious, the Programme and Regulations of the Council of Public Instruction, for the Admission of Pupils to the High Schools.

The Order-in-Council is dated the 26th of September; it was communicated, in a Letter, dated the 27th, which reached the Education Department on the 28th, which was Saturday; Sunday being a *dies non* in such matters. The following morning, Monday the 30th, the Order-in-Council was published in *The Globe* Newspaper, the Members of the Council of Public Instruction, (with the exception of the Chief Superintendent), first learning through the public press the official condemnation of their acts as contrary to Law and hurtful to High School Education. As a matter of justice to themselves and the interests which they have, for so many years, anxiously sought to promote, the Council have asked that the public press may also be the medium of their explanations of, and reasons for, their own acts, so publicly and summarily condemned, without any notice to them, or any consultation on the part of any Member of the Government with any Member of the Council.

3. The Council beg also to remark that, in all past years, the Education Department has been the medium through which Government has invariably communicated with Public and High School Authorities; and, in all cases, matters objected to have been referred to the Council of Public Instruction, or Education Department, for explanation, or report, before final action. Had the Government adopted either course in the present matter, and given directions as to what modification it desired in the Examination of Pupils for Admission to the High Schools, the modification could have been made by this Council, which, with the requisite instructions, could have been forthwith communicated to the High School Authorities in the usual way, as the examinations were not to take place until the 10th instant; and, according to the course which the Government have thought proper to pursue, the whole Programme and Regulations, and all action under them having been publicly suspended, and the Council of Public Instruction, together with the Education Department, have been summarily set aside in communicating with the School Authorities on the subject of these Admissions, nearly two weeks before they could take place. The Council cannot but feel it unjust,—as it is unusual and unprecedented,—that they should be publicly condemned by a Governmental Order-in-Council as having committed unlawful acts, and that Order, by authority, not only communicated to the High School Trustees concerned, but made a subject of discussion in the Newspaper Press,—and that the explanation of this Council's acts are not allowed to appear in the same Newspaper Press. The Government has, of course, the power to publish its condemnation of our acts, without permitting the publication of any explanations whatever on the part of the Council; but that publicity on the part of the Government is the sole reason for the request of publicity of explanations to which the Council think they have a claim, and which they think due to the public, on the ground of their individual character, apart from social position and long service in the work of public education. But they bow to authority, and submit to what they must regard as a wrong inflicted upon them, and as an injury done to High and Public Schools, until the decision of one of the Superior Courts can be obtained, or until the assembling of the Provincial Legislature, when they trust a public and full investigation of their proceedings will take place.

4. If the objection on the part of the Government lay, not against the Programme and mode of examination by the local Boards, but against the authority recognized in

the Inspectors of High Schools in regard to the Admission of Pupils, then there could have been no need of immediate notifications "to High School Boards," since the Inspectors could know nothing of the result of Examinations until weeks after they had taken place, as the Examination Papers with the Answers were required to be sent to the Education Department to be there examined by the Inspectors, to "see (as required by Law) that the Regulations have been duly observed in the Admission of Pupils."

5. In the Letter dictated by the President of the Executive Council, it is said "the Council, (of Public Instruction), will perceive that it was in consequence of these Regulations being in direct conflict with the Statute referred to and therefore illegal, that this action was forced upon the Government; and that immediate notification of that action was necessary, having regard to this illegality, and to the necessity of the High School Boards being immediately advised." This statement charges such gross misconduct on the part of the Council of Public Instruction as to place the Government in an imperative exigency of immediate action to counteract the evils of such illegal acts, but the Council fail to see in such exigency, nor the double necessity of notifying each Board of School Trustees concerned direct, and then giving Newspaper publicity of their acts as illegal, while they are denied the like publicity of explanations.

6. But, although the Attorney-General has pronounced the acts of the Council to be in direct conflict with the Statute, and, therefore, illegal; and they bow to the condemnation in that opinion, yet they have not been permitted to see any reasons whatever for that opinion, either in the wording of the Statute, or in the past history of the High School System, or in the nature of the case itself; and so strong a conviction have the Council of Public Instruction of the legality and beneficial tendency of their acts, that they pray that the whole question may be submitted to the highest judicial decision, as provided in the Act, 23rd Victoria, Chapter 49, Section 23, as follows:—

It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under the Grammar, or Common Schools, Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision.

7. This Council, therefore, humbly pray that the Government will permit the Chief Superintendent, in so important a matter as the legality of the acts of a body of Gentlemen, who for more than twenty-five years have served the public, to avail himself of the provision of the Law above quoted, and to use so much of the Correspondence between the Government and Education Department as may be necessary for a full statement of the case, in order to submit the same to the impartial consideration and decision of the Judges of one of the Superior Courts, (as authorized by Law), as to whether the Council of Public Instruction have, or have not, acted in direct conflict with the Statute, and, therefore, illegally, "in making a Programme and Regulations for the Examination of Pupils and their Admission to the High Schools."

8. The President of the Executive Council again suggests to this Council "to consider what Regulations would best subserve the object" to obtain, as far as may be, "a uniform standard of admission" of Pupils to the High Schools. But, in view of the legal opinion of the Attorney-General, on which the Government has acted, the Regulations which this Council has adopted for that object, including the Programme of subjects and instructions for the Examinations, having been suspended as "in direct conflict with the Statute, and, therefore, illegal," they are at a loss to know what they can do on the subject; for if a Programme fixing the subjects of the first four Classes of the Public School Programme for examination, be unlawful, one fixing any other Class of subjects for examination must be equally unlawful; and, if the instructions given for conducting the Examinations by the local Boards be unlawful, any other instructions must be equally unlawful; for it is to be observed, that the Inspectors of High Schools have nothing to do with the Examination of Pupils for Admission to the High Schools. Whatever power Inspectors might, or might not, have lawfully exercised in the Admission of Pupils to the High Schools, they, (the Inspectors),



could not have exercised it until weeks after such examinations, as the instructions required the Examination Papers, with the Answers of Pupils, to be forwarded to the Education Department, before they could even be seen, much less judged of, by the Inspectors. The Government has not informed this Council what parts, or whether any part of the Programme, or Regulations, or Instructions are deemed lawful, but has publicly suspended them all, without distinction, or exception, as illegal,—thus leaving the Council to infer their utter powerlessness to do anything lawful for the admission of Pupils to the High Schools.

9. This Council deems it premature to recommend any further legislation on the subject, until it appears by the decision of one of the Superior Courts as they have prayed for, and as provided for by Law, whether further legislation be necessary, and, until they learn from the Government what Programme and Regulations they can make, under the Law, as it now exists.

10. In conclusion, the Council desire to add, that while they feel keenly the harsh and severe course of proceeding which the Government has thought proper to adopt towards them during several months, and deem it a duty to themselves and the public, whose confidence they have long enjoyed, and whose best interests they have done all in their power to promote, to claim all the protection and vindication which the Law provides, and which they can justly obtain, they again respond cordially to the wish expressed by the President of the Executive Council, for harmonious action between the Government and the Council of Public Instruction in the patriotic and national work of improving and perfecting our System of High School, as well as Public School Education; and no exertion shall be wanting on the part of the Council in the future, any more than they have been in the past, to promote the great object as far as they may be permitted and enabled to do so.

By order of the Council of Public Instruction.

TORONTO, 25th October, 1872.

ALEXANDER MARLING, Clerk of the Council.

NOTE. No reply having been received to this Letter, it was regarded by the Members of the Council as a virtual refusal of their request for permission to insert a defence of their proceedings in the Newspaper press, and also their alternate request to submit the question of the legality of their proceeding to a Judge, or to one of the Superior Courts, for decision. The Members felt, therefore, very keenly on the subject, and, at a meeting of the Council, they adopted a very strongly worded Petition to the Legislature, protesting against the proceedings of the Government in thus practically refusing them any relief against its unjust action in regard to them. The Petition will be inserted in a subsequent Chapter of this Volume.

## CHAPTER XVII.

### OBJECTION TO THE REQUIREMENT THAT THERE SHALL BE AT LEAST TWO TEACHERS IN THE NEWLY ESTABLISHED HIGH SCHOOLS OF ONTARIO, 1872.

NOTE.—The new Grammar School Act having greatly enlarged the Course of Study in the proposed High Schools, which provided for an extended English Course in these Schools, and also for a Classical and French and German Course, the Chief Superintendent intimated to the High School Boards of Trustees that he would make no Grant to any proposed High

School, in which two Teachers were not employed, the following Correspondence with the Government took place on the subject.

In the following Letter, written in reply to one from the Provincial Treasurer, the Chief Superintendent explained the reason why the Rule was adopted, requiring two Teachers to be employed in the newly established High Schools of Ontario.

#### I. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL TREASURER.

I have the honour to acknowledge the receipt of your Letter of the 11th instant, requesting me to forward to you a copy of "the Regulations now in force, by order of the Council of Public Instruction, requiring the employment of more than one Teacher in the Grammar Schools; also to inform you whether any modification of such Regulations has been made in any case since its introduction, and, if so, under what circumstances.

In reply, I beg to remark that the Council of Public Instruction has not given any order, or made any Regulations as to the number of Teachers to be employed in any Grammar, or High Schools. The requirements on this subject is a provision of the Law in regard to all Union Grammar and Common Schools and its general application is an instruction from this Department in giving effect to the provision of the School Act of 1871 in regard to High Schools. The sixth Clause of the 25th Section of the Grammar School Act, (Consolidated Statutes of Upper Canada, Chapter 63), provides that "no such Union (of a Grammar and Common School,) shall take place without ample provision being made for giving instruction to the Pupils in the elementary English branches by duly qualified English Teachers. Of the ninety-seven High Schools reported last year, sixty-five of them are Union Schools, in each of which the Law, since 1855, has required the employment of more than one Teacher.

The 34th Section of the School Act of 1871 added to the subjects heretofore required to be taught in the Grammar Schools by providing:

"That in such Schools provision shall be made for teaching both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with a special view to Agriculture, and also the Latin, Greek, French and German languages to those Pupils, whose Parents, or Guardians, may desire it according to a Programme of Studies and Regulations which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council, and the Council of Public Instruction shall have power to exempt any High School which shall not have sufficient Funds to provide the necessary qualified Teachers, from the obligation to teach the German and French Languages."

The required English and Classical branches and subjects, (for the teaching of which provision must be made), cannot be taught by one Teacher any more than the Programme of a College Course of Studies can be taught by one Professor.

In view of this provision of the Law, I gave notice, as one condition of establishing a High School, that I would not recommend to the Lieutenant Governor-in-Council the establishment of a High School, without a written guarantee being given to the Department by responsible parties. 1. That a suitable Building, distinct from the Public School House, (or if in the Public School building, on a separate flat, or in a separate Room), will be provided. 2. That at least two competent Teachers shall be employed in the proposed High School.

These conditions I have insisted upon before I would consent to recommend to the Lieutenant-Governor-in-Council the expenditure of Public money for the establishment of any new High School.

In only one instance have I relaxed the condition on which I proposed to act in the establishment of new High Schools, and that instance was the case of Walkerton, County of Bruce, the only County Town in the Province, in which there was no High School.

The Trustees informed me that there were no pupils eligible to attend it who would be in any higher than the lowest form of the proposed High School; and that as the County Council had limited the High School District to the Town, there would be but one form for Pupils at the commencement, and that, therefore, one Teacher could teach them;—that to employ a second Teacher at the beginning, would cause considerable opposition. Under these circumstances I consented to recommend their application on condition of their going to Mr. Blake, President of the Council, and explain the circumstances to him and obtain his concurrence. I also required the report and opinion on the subject from the County Inspector. They gave me the guarantee that a second Teacher would be employed as soon as the Pupils should amount to 30. This however I modified in conversation with them, that a second Teacher should be employed at the end of six months.

In regard to the High Schools already in operation, I have instructed the High School Inspectors to press the employment of a second Teacher in any case where but one Teacher was employed, as in such Schools Pupils had been admitted with scarcely any preliminary examinations, and in which, therefore, the Public School, as well as High School Programme would have to be taught, and, as the intentions of the School Law could not otherwise be accomplished, but there is nothing penal in my instructions, although I am glad some parties think so, and are thereby prompted to do for their children what they might not otherwise do. But, on the application of one or two High School Boards, I have quite concurred in the employment of a qualified female as the second Teacher.

TORONTO, 18th July 1872.

EGERTON RYERSON.

## II. COPY OF THE DEPARTMENTAL NOTICE RELATING TO THE EMPLOYMENT OF TWO MASTERS IN HIGH SCHOOLS, SENT TO ALL HIGH SCHOOLS IN WHICH ONLY ONE WAS MASTER REPORTED AS EMPLOYED.

Trustees of High Schools will bear in mind that they are required to employ an Assistant Master, in order to give effect to the newly enlarged Programme. The qualifications of these Assistants are, that they shall either hold a Public School Teacher's Certificate, or at least be certified as an Undergraduate in the Faculty of Arts, of good Standing in some University in Her Majesty's Dominions.

The Trustees of each High School, now being established, are required to consent to employ two Masters in their School, whatever may be the number of Pupils in attendance.

In justice to these new Schools, and, in order to carry out the prescribed Programme of Studies in the newly established High Schools, this Rule will at the close of the current six months, be applied to all the High Schools in Ontario.

When the application of the new principle of "payment by results," (authorized by the Act of last year,) will come into force, it will necessitate a more thorough and satisfactory system of Instruction than at present exists in many of the High Schools.

## III. BRANT COUNTY CLERK TO THE PROVINCIAL SECRETARY.

I have the honour to transmit to you herewith a Memorial from the Corporation of the County of Brant, which I am to request you will be pleased to lay before His Excellency the Lieutenant-Governor-in-Council at your earliest convenience.

BRANTFORD, 26th June, 1872.

JOHN CAMERON, County Clerk.

ENCLOSURE: MEMORIAL TO THE HONOURABLE WILLIAM PEARCE HOWLAND, C.B., LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO.

*The Memorial of the Municipal Council of the County of Brant,—*

Humbly Sheweth, That representation has been made to your Memorialists by the Trustees of the Mount Pleasant and Scotland High Schools of this County, that, by



a Regulation, or Rule, adopted by the Council of Public Instruction, it is made incumbent on High School Boards to employ two Teachers of said Schools, irrespective of the number of Pupils attending thereat, thereby increasing very materially, and, as they contend, unnecessarily the expenses thereof, without conferring any benefit when the attendance, as in these cases, is limited to an average of twenty-five or thirty Pupils.

That such Regulation, or Rule is deemed oppressive, and entirely unnecessary in the cases of High Schools with so limited a number of Pupils, and the said Trustees are, therefore, desirous of being relieved from the operation thereof.

Your Memorialists would, therefore, in view of the School Act of the last Session of the Legislature, making temporary provision as to the Regulations of the said Council of Public Instruction, respectfully bring the matter under the favourable consideration of Your Excellency-in-Council, in the hope that the said Regulation, or Rule, may be so modified as to remove the evil complained of and cause justice to be done in the premises.

BRANTFORD, 26th June, 1872.

A. H. BARREL, Warden of the County of Brant.

#### IV. THE ATTORNEY GENERAL TO THE COMMITTEE OF THE EXECUTIVE COUNCIL.

The undersigned respectfully submits the following with reference to the annexed Petition of the Municipal Council of the County of Brant. That the Regulation referred to in the Petition as a "Regulation, or Rule, of the Council of Public Instruction," requiring the employment of more than one Teacher in High Schools, would appear to have been a Regulation adopted by the Chief Superintendent of Education, under his construction of the School Act of 1870, 1871, (34th Victoria, Chapter 33,) Section 34, upon the assumption that one Person cannot satisfactorily teach the required English and the classical branches, (not including the German and French Languages). But, it would appear to the undersigned, that this construction does not necessarily arise, for, a High School Board may be able to establish that one Teacher can, with respect to a particular School, adequately fulfil the requirements of this 34th Section, which says, that provision shall be made "for teaching both males and females the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture and also the Latin and Greek Languages," (the French and German being dispensed with), where there are not sufficient funds to provide Teachers. It would, therefore, follow that each case depends in part on the special circumstances of the School, and that the requisite provision may have been made, although one Teacher only is employed, and this will depend upon the qualification of the particular Teacher and the number of Pupils in the School.

The undersigned would accordingly recommend that the Chief Superintendent be instructed to act upon this view of the case, and that an Order of His Excellency-in-Council should be passed for that purpose.

TORONTO, September 13th, 1872.

ADAM CROOKS, Attorney-General.

ENCLOSURE: ORDER IN COUNCIL, APPROVED BY HIS EXCELLENCY THE LIEUTENANT-GOVERNOR ON THE THIRTIETH DAY OF SEPTEMBER, 1872.

The Committee of Council have had under consideration a Communication of the Superintendent of Education, dated on the 18th of July last, wherein he states that he gave notice that he would not recommend to the Lieutenant-Governor-in-Council the Establishment of a High School without a written guarantee being given to the Department of Public Instruction by responsible parties, that (amongst other things) at least two competent Teachers should be employed in the purposed High School.

The Committee of Council consider that, in cases where the number of Pupils expected to attend the Grammar School purposed to be established, or already estab-

lished, is small, one Teacher may be able adequately to fulfil the requirements of the Thirty-fourth Section of the Act of 1871, respecting Common and Grammar Schools, (34th Victoria, Chapter 33,) and the Committee advise, therefore, that the Chief Superintendent of Education be instructed by your Excellency to act upon this view, and to consider all applications, which may be made for the establishment of a High School with only one Teacher; and, in case he is unable to recommend the granting thereof to report to Your Excellency for consideration of Council the ground of objection which, in his opinion, exists.

TORONTO, 3rd October, 1872.

J. G. SCOTT, Clerk of Executive Council.

V. THE PROVINCIAL SECRETARY TO THE WARDEN OF THE COUNTY OF BRANT.

With reference to the Petition of the Municipal Corporation of the County of Brant, praying that the Regulation adopted by the Council of Public Instruction, making it imperative on High School Boards to employ two Teachers in said Schools, irrespective of number of Pupils attending the same, be modified; I am directed to inform you that an Order-in-Council has been passed to the effect that the Committee of Council consider that, where the number of Pupils expected to attend a Grammar School proposed to be established, or already established, is small, one Teacher may be able adequately to fulfil the requirements of the 34th Section of the Act of 1871, respecting Common and Grammar Schools, (34 Victoria, Chapter 33,) and directing that the Chief Superintendent of Education be instructed to act upon this view of the case, and to consider all applications which may be made for the establishment of a High School with only one Teacher. He is further directed, in case he is unable to recommend the granting of the application to report to His Excellency the Lieutenant-Governor for consideration of Council the grounds of objection which, in his opinion, exist.

TORONTO, 4th October, 1872.

I. R. ECHART, Acting Assistant Secretary.

NOTE. Letter VI of a similar import was sent to the Chief Superintendent of Education.

VII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 4th instant, transmitting an Order-in-Council, approved by his Excellency the Lieutenant-Governor, on the 30th day of September last, disapproving of the notices which I had given, as intimated in my Letter of the 15th of last July. In that Letter I stated that I had given notice that "I would not recommend to the Lieutenant-Governor-in-Council the establishment of a High School without a written Guarantee being given to the Department of Public Instruction by responsible parties, (amongst other things,) that at least two competent Teachers should be employed in the proposed High School,"—the Advisers of His Excellency considering that "in cases when the number of Pupils expected to attend the Grammar School proposed to be established, or already established, is small, one Teacher may be able adequately fulfil the requirements of the Thirty-fourth Section of the Act of 1871, respecting Common and Grammar Schools, (34th Victoria, Chapter 33,) and advising "that the Chief Superintendent of Education be instructed to act upon this view, and to consider all applications which may be made for the establishment of High Schools with only one Teacher, and, in case he is unable to recommend the granting of the application, to report to His Excellency for the consideration of Council, the ground of objections which, in his opinion, exists."

I shall readily obey the instructions thus given; but, for the information of the Government, I herewith transmit a printed copy of the Questions which I have asked to be answered, and the Conditions to be complied with, before recommending the establishment of a new High School, or of a Collegiate Institute. I also enclose two specimens of the engagement which have been entered into, and on which I have recommended the establishment of new High Schools and Collegiate Institutes. I will thank you to return the two latter documents, when done with them.

In the course I have adopted I have believed that I was consulting the best interests of both Public and High School Education, and fulfilling the intention of the Legislature in passing the 34th Section of the new School Act, which requires that, in each High School, "provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Science, with special reference to Agriculture and also, the Latin, Greek, French and German Languages, to those Pupils whose Parents, or Guardians, desire it, according to a Programme of Studies and Regulations which shall be prescribed, from time to time, by the Council of Public Instruction, with the approval of the Lieutenant-Governor in-Council.

If there are no Pupils prepared to study "the higher branches of an English and Commercial Education," the establishment of a High School cannot be needed, and involves a waste of public money; and I have acted upon the opinion of every one of the two Inspectors of Grammar Schools appointed since 1853, and, in accordance with the opinions of all Educators in this and other Countries, whom I have consulted, when I assumed that no one man could adequately teach all the subjects of the High School Programme, or give the time to teaching each subject which the Regulations prescribe.

I also enclose herewith an extract from the Report for last year, (now being printed,) of the two Inspectors of High Schools, containing the result of their observations and experience and their recommendations in regard to the establishment of new High Schools. It will be seen that they strongly deplore what they regard as my laxity in recommending the establishment of new High Schools.

I may add that when I took charge of the Grammar Schools, the Fund for their support amounted to little more than \$30,000 per annum; that I have availed myself of every occasion to get the Fund increased, and, with the co-operations of Mr. Langton, Auditor-General at Ottawa, to get it secured by having every balance and new Grants invested, until the Fund now amounts to \$72,000 per annum, making an apportionment per pupil for the current year in the High Schools just eighteen times as much as the apportionment per Pupil in the Public Schools; but such a difference cannot be justified, or maintained, if feeble High Schools are established, (deprecated by all the Inspectors during the last ten years), which, as a rule, swell the numbers of their Pupils by poaching upon the Public Schools, as is so forcibly shown in the accompanying extract from the Report of the High School Inspectors.

TORONTO, October 11th, 1872.

EGERTON RYERSON.

#### VIII. THE SECRETARY OF THE PRESIDENT OF THE COUNCIL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed to acknowledge the receipt of your Letter of the 11th instant, in reference to the guarantee required by you for the employment of two competent Teachers, at least, in a proposed High School. The Order-in-Council transmitted to you by the Provincial Secretary on the 4th instant, I am directed to mention, was based upon the reason therein given, that it was possible for one Teacher, duly qualified, to adequately teach all the requisite subjects of the High School Programme; but it is only where this appears, that the Order-in-Council would affect the requisites which you have laid down. The papers are herewith returned as requested.

TORONTO, 16th October, 1872.

HENRY KINLOCH, Secretary.

#### IX. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PRESIDENT OF THE COUNCIL.

I have the honour to acknowledge the receipt of your Letter of the 16th instant, in reply to mine of the 11th, in reference to the guarantee which I had required for the employment of two competent Teachers at least before recommending the establishment of any High School.



I feel highly gratified to learn that the sentiments which you have been directed to express on the subject are so much in harmony with my own, when I laid down the general rule of not recommending the establishment of a new High School without a guarantee that at least two competent Teachers be employed, (one of whom might, in special cases, be a female, as authorized in one, or two, cases,) I believed that I was opening the door for the establishment of new High Schools as widely as was consistent with the interests of both High and Public Schools, and that I was acting in accordance with the new School Act, the 34th Section of which implies that there must be "Teachers" in each High School; for it says that the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified Teachers from the obligation to teach the German and French Language.

But although such was the rule I laid down, sanctioned if not required by the Statutes, I admitted, as your Letter implies, the possibility of an exception, and actually stated one for which I had provided in the very Letter of the 15th of July, on account of which the Order-in-Council was professedly passed.

I hereto append a copy of the Letter, from the third and fourth pages of which it will be seen that I agreed, (on the condition that the consent of the Honourable Edward Blake, President of the Council, should be obtained,) to recommend the establishment of a new High School in Walkerton, provided that a second Teacher should be employed within six months, or sooner, if the School should contain thirty Pupils.

The Order-in-Council professedly suggested by my Letter, and admonishing me on the subject, strongly conveyed to my mind that the door should be opened still more widely for the establishment of new High Schools. But I am glad to learn that such is not the interpretation which you are authorized to give of the Order-in-Council.

TORONTO, October 22nd, 1872.

EGERTON RYERSON.

X. THE SECRETARY OF THE COUNTY OF BRANT HIGH SCHOOL BOARD TO THE PROVINCIAL SECRETARY.

I take this opportunity of writing you to get some information concerning our Grammar School. Last time we received a Circular from the Provincial Board of Instruction, saying that we must hire an Assistant Teacher. As we had no more Scholars than could be taught by one person, we felt aggrieved, and we memorialized the Government, as also did the County Council of Brant. We received a Letter from the Provincial Secretary in October, saying that we could dispense with the Assistant, and we discharged him. Since then we have the notice from the Provincial Board saying that we must have an Assistant. Now what shall we do, in the case.

BRANTFORD, 1st January, 1873.

WILLIAM BROWN, Secretary of the Board.

XI THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am directed to enclose herewith a copy of a Communication from the Secretary of the Trustees of the High School in the Village of Scotland, County of Brant.

I am to request you to be good enough to state, for the information of the Government; at as early a date what action you may have taken in the matter.

TORONTO, 3rd February, 1873.

I. R. ECHART, Acting Assistant Secretary.

XII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 3rd instant, enclosing a Copy of a Communication from the Secretary of the Trustees of the Scotland High School, County of Brant.

I am requested to state for the information of the Government what action I have taken in the matters.

I beg to state in reply, that until I received your Letter, I was not aware of even the existence of any dissatisfaction on the part of the Board of Scotland High School Trustees, much less, any complaint made by them to the Government or any Communication from the Government to them. I have been left in entire ignorance of the whole matter until now. I could not, therefore, have taken any action in respect to it. Had the Government enclosed me a copy of the Complaint when received in October, as you have now done, or asked any explanation from me as to my action before they replied to the complaining parties, I should have given it and have then acted according to instructions.

In my Correspondence with the Scotland Board on this subject last August, I strained a point. I meet their wishes and suggested the employment of a female Assistant. I received not a word of complaint from them on this suggestion of employing a second Teacher.

But, in the course of the Autumn, Communications appeared in certain Newspapers, to the effect that the Government did not approve of my requiring the employment of two Teachers in a High School; and then it appears that the Scotland Board of High School Trustees and some others began to complain to the Government against the employment of a second Teacher, and your Predecessor replied to them, without giving me any opportunity of explanation. In no case have I answered a complaint against the Act of a School Inspector on Board of Trustees, without their first being informed of it, and having an opportunity of explanation. Had the Provincial Secretary informed me of the complaint, and received my explanations in the case of the Scotland High School Board, the present complication would not have arisen.

The Provincial Secretary was mistaken as to the import of the instructions given me in the Order-in-Council to which he referred. That order originated in a Letter of mine to the late Provincial Treasurer, in which I explained my intention not to recommend any application for the establishment of a High School, in which the parties applying for it would not engage to employ two Teachers; and the Order-in-Council instructed the Chief Superintendent of Education "to consider all applications which may be made for the establishment of a High School with only one Teacher, and, in case he is unable to recommend the granting thereof to report to his Excellency for consideration of the Council, the ground of objections which, in his opinion, exist."

The instructions, therefore, of the Order-in-Council to me, had no relation to High Schools already established, but to future applications for the establishment of new High Schools. It can easily be conceived that a new High School, the Pupils of which are all in one form, may, for a time, do with a less teaching staff than the same School after it has been in operation for one, or more years, and various Classes formed, whether small or large, the number being immaterial. It will be seen from my Departmental notice on the subject, that the requirement of at least two Teachers in each High School, was not founded on any Regulation of the Council of Public Instruction, whose Programmes and Time Tables assumed the existence of at least two Teachers and provided work for them; but the Departmental notice was founded upon my understanding and interpretation of the intentions and provisions of the Law in respect to High Schools,—an interpretation on which it is, of course, my duty to act until such interpretation is declared by the Attorney General, or an Order-in-Council, to be wrong.

The reasons on which I founded my interpretation of the Law, (and, therefore, instructions for conducting proceedings under it,) are as follows:

1. The Grammar School Acts from the beginning have contemplated not less than two Masters in each School. By the Grammar School Act of 1853, (16th Victoria, Chapter 186,) which was consolidated in 1859, "it is made the duty of each Grammar School Board to appoint the Master and other Teacher, or Teachers, in such School, to fix their salaries and prescribe their duties, and to apply the moneys received

towards making up the salaries of the Teachers," etcetera. In the Consolidated School Act, the words "Teacher or" are left out, and the clause reads, "To appoint the Master and other Teachers." All these provisions assumed the employment of more than one Teacher, (see Act, 22nd Victoria, Chapter 63, Section 25, Sub-section 3 and (6).

2. These provisions of the Consolidated Grammar School Act of 1859, are not repealed by the Act of 1871. On the contrary, the 34th Section of it, not only speaks of "Masters," but prescribes the teaching of several subjects, in addition to those which had been prescribed by the previous Grammar School Acts,—subjects, all of which can no more be taught daily to any purpose by one man than can all the subjects of a University College be taught by one Professor.

3. While the School Act of 1871, has prescribed additional work to be done in the High Schools, it contains a three-fold additional provision to enable Trustees to perform that work. It has increased the minimum Apportionment from the Legislative Grant from \$300 to \$400 to each School. 2. It requires that increased sum to be again increased one-half by County Assessment.

4. It enables the Trustees of High Schools, to provide, by means of an additional assessment, any sums they may require for High School purposes, the same as Public School Boards can similarly provide for whatever sums they may require for Public School purposes. It is unreasonable to suppose that the Legislature should prescribe such additional work for High Schools, and make such ample provision for their support, and then intend and expect no additional Teachers to do the further work prescribed.

5. In addition to this, the Legislative Grant to High Schools was increased at the time of the passing of the School Act of 1871, from \$57,000 to \$70,000. Before 1871, the whole Grammar School Fund amounted to only \$57,000; but, by the Grant and the provisions of the Act of 1871, that Fund was increased to \$105,000, nearly doubled; so that, while the Scotland High School Trustees received in 1870, only \$336, in all from the High School Fund, it receives this last year, since the passing of the Act of 1871, \$651, with the power of obtaining from their Municipal Council any additional sums which they might require for the support of their School; and yet the Secretary of the Board says they feel aggrieved at being required to employ a second Teacher in their School, although they pay the Head Master but \$600 per annum, \$51 less than they actually receive from the High School Fund for this purpose, and which the Law requires them to expend for Teachers' Salaries alone.

6. The Secretary of the Scotland High School Board says that no Assistant Teacher is necessary in their School. The Head Master of the School speaks otherwise, as stated in a Letter from the Chairman of the Board. Doctor J. R. Malcolm, dated 7th August, 1872. But on this subject of the need of a second Teacher, I not only refer to the Report of the High School Inspector, as given in my last Annual Report, and also in Mr. McLellan's Special Report of his visit to the Scotland High School in November. In addition to this in the public Annual Report, the Inspectors give a special Report for the information of this Department of their visit to and examination of each High School. While I refer to the details of Mr. McLellan's Report to show the impossibility of any one Teacher doing the work required in the School, his concluding remarks are to the absolute necessity of employing a second Teacher in such a School as the Scotland High School.

7. I have only to add, that when I pressed the employment of two Teachers in each Grammar School, under the old Law, I was answered in several cases that, as the Trustees had no power to obtain any sums from local rates, many of them had to pay sums out of their own pockets to make up the Salary of their one Master. I felt it was too hard and impossible to insist upon the Trustees doing more than they did,—seeing, as I know, that the financial Sections of drafts of Grammar School Bills had failed in the Legislature, while the School working Sections passed unchanged. But this is not the case since the passing of the School Act of 1871, which prescribes not



only additional work for High Schools, but increases the power of Trustees to provide for their support, and nearly doubles the Fund in their further aid.

8. More than ninety out of the one hundred and three High Schools readily employ two Teachers,—some of them from six to twelve. It is only a few High School Boards like that of Scotland, that are striving to get from the High School Fund more than they actually pay for teaching, and thus sponging upon the public for the education of their children. But, if any High School could plead poverty, that plea is not even pretended by the Scotland High School Board; and, in their School, according to the Inspector's Report, there are three Classes in Latin, three Classes in Greek and four Classes in French, besides all the Classes in the Mathematical and English subjects. It is, therefore, absurd to say that in such a School a second Teacher is not required, while it cannot be pleaded that the High School District is too poor to provide for the Salary of a second Teacher.

TORONTO, 8th February, 1873.

EGERTON RYERSON.

## CHAPTER XVIII.

### SCHOOL HOUSE ACCOMMODATION AND FITTINGS.

The Second Section of the School Law Improvement Act of 1871, declares that the Rural School Trustees "shall provide adequate accommodation for all the children of School age, resident in a School Section. With a view to give effect to this provision of the Law the Council of Public Instruction passed a series of Resolutions, defining what would be reasonably considered as "adequate accommodation," in terms, of the Act.\*

#### I. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE LOCAL PRESS.

I. As these Regulations were criticised in certain Newspapers as objectionable, the Chief Superintendent, in a Letter to "the Press" on the subject, stated that:—

"The new Act and Regulations, relating to the size and condition of the School House and premises, will in no case be enforced without due and ample notice to all parties concerned; nor until each of the Inspectors has fully reported, (in a special report, or otherwise,) to this Department, upon the accommodation of each particular School under his jurisdiction.

"It was never intended, that either the Law, or Regulations, should be arbitrarily enforced. The particular facts of each case, the circumstances of the School Section, its ability to carry out the letter of the Law, the necessities of the School, and the expediency of change will, in all cases, be fully taken into account, before the Inspector shall have authority to withhold the Legislative School Grant. Wilful opposition to his reasonable request will, of course, have to be dealt with on its merits; but, in no case, where a desire is felt to provide the children with suitable instruction, and to co-operate with the Legislature in its laudable desire to secure reasonable School Room accommodation for the Pupils, will any steps be taken to compel School Trustees to do what, in any case, it would be unreasonable for them to do.

"I would remark that in the neighbouring Province of Nova Scotia, (as in England and elsewhere,) the Statute Law of the land requires much more to be done in this direction than we do. Our object, on the contrary, is rather to induce, (and not compel,) the people to do what is right and proper in itself under the peculiar circumstances of each case."

\* The Regulations of the Council of Public Instruction in regard to "Adequate School Accommodation" will be found on pages 225-227 of the preceding Volume of this Documentary History. The example of other Countries in this matter is given on pages 227-229 of the same Volume.

In a Circular to the Trustees of Rural School Sections dated March, 1871, third paragraph, I explained what I understood by the Clause of the Statute requiring, "adequate accommodations," for Pupils in Schools, in default of providing which the School apportionment might be withheld, and the Trustees made personally responsible for the loss of School money forfeited, as well as being liable to be sued for damages by injured individual Ratepayers in their respective School Sections.

TORONTO, 15th March, 1872.

EGERTON RYERSON.

## II. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

To a Letter from the Provincial Secretary, asking, among other questions, information in regard to the "Statutory Authority, under which the Regulations of the Council of Public Instruction have been made, requiring, under certain penalties, that the School Houses shall be of certain dimensions and requiring an additional Teacher to be employed whenever the number of pupils exceeds fifty," the Council, in reply, stated, that it has adopted no Regulations on the subject to which you refer imposing penalties. Whatever penalties may be imposed, it is by the authority of the Legislature, and not by the Council of Public Instruction. The Council further stated that:—

The School Act, 22nd Victoria, Chapter 64, Section 119, Clause 4, authorizes the Council of Public Instruction "to make such Regulations, from time to time, as it deems, expedient, for the Organization, Government and Discipline of the Common Schools, for the Classification of Schools and Teachers and for School Libraries throughout Upper Canada."

The Legislature has enacted that the Public Schools shall be free to every child between the ages of five and twenty-one years; and has also enacted that every child from the age of seven to twelve years, inclusive, shall have the right of School instruction during four months of each year, and has furthermore enacted that "each School Corporation shall provide adequate accommodation for all children of School age in their School Division or Municipality."

It is clear, in the opinion of the Council, that as it is not left even to the will of the Parent whether his child shall have School instruction or not, so it is not left to the will of School Corporation whether adequate Accommodations shall be provided for those whose right to School Education has been declared by the law of the land; or in other words, by the will of the people at large.

The question, then is what are "adequate accommodations" for these purposes. It is plain that for children to be squeezed together in a small School Room, or to be exposed to wind and snow as are cattle in a barn-shed, would not be "adequate accommodations," "which must imply, at least, such accommodations as will enable children to enjoy the advantages of a good School House, including warmth, Seats, Desks and sufficient air for health, whether the School House be a Brick, Stone, Frame or be a log School House. The Council of Public Instruction has defined what "adequate accommodation" for all children of School Age in a Division, or Municipality," are for the purpose of School "Organization, Government and Discipline." The Council has stated that in each School House there should be the space of nine square feet for each Pupil, and the average space for one hundred cubic air for each child in the construction of the School House and its Class-rooms.

To show how fully justified the Council is in having thus defined "adequate accommodations," it will give an epitome of the Laws and Regulations on the subject under the new School Acts in England, Nova Scotia, Prince Edward Island and the State of New York.

The new School Act in England provides, (Section 63,) that "where the Education Department are, (after such enquiries as they think sufficient), satisfied that a School Board is in default, as mentioned in this Act," they may, by order, declare

the Board is in default, and by the same, or any other order, appoint any persons, not less than five, or more than fifteen, to be Members of such Board, etcetera. "The Members so appointed by the Education Department shall be deemed to be Members of the School Board in the same manner and in all respects, as if, by election, or otherwise they had duly become Members of the School Board, and may perform all the duties, and exercise all the powers of the School Board under the Act," including the providing of adequate accommodation for their School. . . .

Then, under the head of "Rules of the Education Department" in England as to planning and fitting up Schools the following expository Directions and Rules are given for the guidance of the School Trustees in this matter:—

(a) In planning a School Room, it must be borne in mind that the capacity of the Room and the number of children it can accommodate depend not merely on its area; but on its area, its shape and the position of the Doors and Fire places.

(b) The best width for a School Room intended to accommodate any number of children between 48 and 144 is from 16 to 20 feet. This gives a sufficient space for each group of Benches and Desks, to be arranged three rows deep along one wall, for the Teachers to stand at a proper distance from their Classes and for the Classes to be drawn out when necessary in front of the Desks around the Master, or Pupil Teachers.

(c) Benches and Desks should be graduated according to the ages of the children, and should be provided for all the Scholars in actual attendance and, therefore, a School Room should contain at least four groups.

(d) A School not receiving infants should generally be divided into at least four Classes.

(e) An allowance of 18 inches on each Desk and Bench will suffice for Junior Classes, but not less than 22 inches respectively.

(f) The Desks should be either quite flat or very slightly inclined. A raised ledge in front of the desk interferes with the arm in writing.

(g) As a general rule, no Benches, or Desks, should be more than 12 feet long, and no groups should contain more than three rows of Desks.

(h) Each group of Desks should be separate from the contiguous group either by an alley of 18 inches wide for the passage of children, or by a space of three inches sufficient for drawing and withdrawing curtains.

(i) The Curtains, when drawn, should not project more than four inches in front of the foremost desk, an alley should never be placed in the centre of a group, or gallery, and the groups should never be broken by the intervention of Doors and Fire places.

(j) Where the number of children to be accommodated is too great to be arranged in five, or at most six, groups, an additional School Room should be built, and placed under the charge of an additional Teacher, who may however be subordinate to the Head Master.

Then, besides the directions of which the above are an epitome, twenty-nine Rules are given by the Education Department in regard to the construction, fittings, details, etcetera, of School Houses, of which Rules the Council give only the first three and the last three as follows:—

1. The walls of every School Room, or Class Room, if ceiled at the level of the wall plate, must be at least twelve feet high from the level of the floor to the ceiling; and if the area contain more than 360 square feet, thirteen feet and if more than 600, then fourteen feet.

2. The walls of every School Room and Class Room if ceiled to the Rafters and collar Beam, must be at least eleven feet high from the floor to the wall-plate and at least fourteen to the ceiling, across the collar Beam.

3. The whole external walls of the School, if of Brick, must be at least one brick and a half in thickness; and if of stone, at least twenty inches in thickness. . . .

27. An Infants' School must have a Play-ground attached to it.

28. In the case of a mixed School, there must be a separate School yard for the Boys and for the Girls.

29. The Play-ground should be properly levelled, drained and enclosed.

Such is the provision which we quote for the protection of the children of the poorer classes in England against individual repacity in regard to School accommodation. . . .

The Council thinks the children of Canada are entitled to equal protection with the children of the poorer classes of England; although the Council of Public Instruction in its Regulations, and the Chief Superintendent in his instructions, have not



gone anything like as far, or into anything like the detail, as has the Education Department in England.

Turning now to Nova Scotia, the Council observes, that the 29th Section of the School Act there enacts as follows, under the head of "School Accommodations."

"For every District, (or School Section,) with one Teacher, having fifty Pupils, or under, a House should be provided, with comfortable sittings. For a School District having from fifty to eighty Pupils, a House with comfortable sittings should be provided, and a good Class Room with one Teacher and an Assistant. For a District having from eighty to one hundred Pupils, a House should be provided, with comfortable sittings and two good Class Rooms with one Teacher and two Assistants. For a district having from one hundred to one hundred and fifty Pupils, a House with two adequate apartments, should be provided, one for an elementary, and one for an advanced department, and a good Class Room accessible to both, with two Teachers, and, if necessary, an Assistant. For a District having from one hundred and fifty to two hundred Pupils, a House with three Departments, should be provided, one for an elementary department, one for an advanced department, and one for a High School, and, at least one good Class Room, common to the two latter, with three Teachers, and, if necessary, an Assistant. And generally for any District having two hundred Pupils and upwards, a House, or Houses, with sufficient accommodation should be provided for different grades of elementary and advanced departments and a High School, so that in Districts having six hundred Pupils and upwards, the rates of Pupils in the elementary, advanced and High School Departments shall be respectively about eight, three and one."

Such is the School Law of Nova Scotia; and the Council of Public Instruction there has defined "Adequate Accommodations" as follows:—

"As to the size and commodiousness of the Building, provision should be made for one-quarter of the population of the School Section, (that is, one out of four of the whole population,) and whatever that number may be, the School House should be of such a capacity as to furnish to each Scholar at least, one hundred and fifty cubic feet of pure atmospheric air, or seven square feet of area, with ceiling from 13 to 16 feet in height above the floor. The Act further authorizes the Board of Examiners appointed for each District by the Governor-in-Council, to declare, upon the Inspectors' reports, or upon other reliable information, that the School House, or Houses, or Buildings used as such, unfit for school purposes, and shall forward such declaration to the Trustees of the School Section; and the Board shall thereafter, withhold all Provincial aid from any such Section if measures are not adopted whereby a suitable House, or Houses, may be provided according to the ability of the Section."

In Prince Edward Island, the law declares that:—

"Every School House hereafter to be erected and used as such within any District now, or hereafter, established under this Act and not already contracted for to be built, shall not be less in clear area, than four hundred square feet, nor in the height of the School Room, less than ten feet between the floor and ceiling and not to be built nearer the highway than ten yards."

In the State of New York,—

"The law authorizes the County Inspector, (there called Commissioner,) among many other things to inquire into the condition of School Houses, Sites and Buildings and appendages of the District generally, to counsel the Trustees and other Officers of the District in relation to their duties and particularly in respect to the construction, warming and ventilating of School Houses and the improving and adorning of the School Grounds connected therewith, and, upon such examination, to direct the Trustees to make any alteration, or repairs, of the School House, or Out-buildings which shall, in his opinion, be necessary for the health and comfort of the Pupils; and, in concurrence with the Supervisor of the Town, in which a School House is situated, by an order under their hands, giving the reason, or reasons, to condemn such School Houses, if they deem them wholly unfit for use, and not worth repairing, and to deliver the order to the Trustees, or one of them, and transmit a copy of it to the Superintendent of Public Instruction; such order, if no time for its taking effect be stated in it, shall take effect immediately."

It is thus seen, as the Council conceives, that the School Law both in the State of New York and in England, as also in Nova Scotia and Prince Edward Island, is far more comprehensive and strict than even the Regulations which the Council of Public Instruction, by Statutory Authority, has defined in respect to "Adequate Accommodations" for School management in this Province.

Then, in respect to the employment of an additional Teacher whenever the number of Pupils exceeds fifty, it will be seen by the above references and quotations, that Regulations in England and in the School law itself in Nova Scotia require this; and the Reverend Doctor Fraser (now Bishop of Manchester), stated in his Report as the Queen's School Commissioner to America.

"It is generally agreed in America that 50 Scholars are the maximum number that can safely be committed to one Teacher, although in carefully graded Schools Teachers are frequently found in charge of more."

The simple fact is, that it has been found that all the liberal appropriations in England and the School Laws and School Systems of America have done comparatively little for the proper education of the mass of the people in the absence of "adequate school accommodations"; and that the special attention of Educationists and Governments in England, the Maritime Provinces, the United States, and the Council may add, in the Australian Colonies, have been directed to this subject, and they have enacted stringent Laws and made comprehensive and minute Regulations to remedy this great evil of defective School accommodations, thus conferring vastly greater benefits by the current expenditures for the support of Public Schools.

### III. REGULATIONS AS TO THE NON-ATTENDANCE OF THE CHILDREN AT SCHOOL.

5. Your fifth request is "that the Council will refer you to the Statutory Authority under which Regulations have been made precluding the attendance of children who may have been absent."

In reply, the Council refers you again to the Act, 22nd Victoria, Chapter 64, Section 119, Clause 4, which authorizes the Council to make such Regulations from time to time, as it deems expedient, for the Organization, Government and Discipline of Common Schools.

It is hardly necessary for the Council to remark, that Regulations in respect to either irregular attendance, or absence of Pupils from the School, without assigning justifiable reasons, are essential to the Discipline of any Schools whatever; nor has the Council ever seen any School Regulations, either in Europe, or America, without a Regulation imposing penalties for absence from School; nor has the Council ever before heard such a Regulation called in question. The Regulation of the Council relative to the absence of Pupils from School has not only been acted upon in our Model Schools since their first establishment in 1848, but it had formed one of the Regulations since 1850, and published in every edition of them, without ever, to the knowledge of the Council, having been questioned until within the last few months. It would be superfluous for the Council to adduce examples of a similar Regulation in all educating Countries; but the Council, may, however, remark that, according to the Regulations, no Pupil can be expelled from School without the authority of the Trustees; and that, in case of any difference between the Trustees and a Teacher as to the exercise of Discipline in the School, the County Inspector decides.

### IV. ALLEGED DISSATISFACTION WITH THE REGULATIONS IN REGARD TO SCHOOL ACCOMMODATION.

6. Sixthly you state, "I am commanded to inform the Council that it is represented to the Government that the Regulations referred to in the Fourth and Fifth Paragraphs of this Letter have occasioned great dissatisfaction, and to request that the Council will make such observations, or explanations, as may occur to it in reference to those Regulations, and will forward any papers bearing on their practical operation."

In answer, the Council does not know on what authority the Government has been informed that great dissatisfaction "exists in the Country" on account of the Regulations referred to. The Council is not aware of such dissatisfaction. Dissatisfaction has been expressed in the columns of one or two Newspapers; but the Council is not aware



that a single County, Township, City, or town, Council, or a single Board of School Trustees throughout the whole Province, has expressed one word of dissatisfaction with the Regulations in question, while the Laws and Regulations of the Countries referred to, in answer to the fourth paragraph of your Letter, show the importance attached to our School Regulations in respect to "adequate School accommodations" by the most experienced Educationists and most competent judges in such matters both in England and America.

It is very probable that there is, as there always has been, individual dissatisfaction on the part of some wealthy, selfish, men who are opposed to have their property taxed for improved School accommodations of any kind; but the Council believes that every step in that direction is regarded as a boon by the great majority of those who are altogether depending upon well-appointed and efficient Common Schools for the education of their children.

But, that the fullest information may be given according to your request, in regard to the practical operation of all the School Regulations which have been made by the Council, the Chief Superintendent has proposed to place at the disposal of the Government, (for perusal, until the month of May,) all the Reports of all the Inspectors of Schools which the County Inspectors have made during the past year since their appointment. The County Inspectors are appointed by the County Councils, and hold office during the pleasure of the Councils that have appointed them; and may, therefore, be regarded, from their local relations and official visits to all the School divisions of the Province, as the most competent witnesses on the subject, while the reports of visits to each School and neighbourhood will present the best exhibit of the actual working of the School Law and Regulations throughout the land.

In order to facilitate the examination of the County Inspectors' Reports, the Chief Superintendent has caused them to be looked through, and a piece of paper to be put in to mark each place where special reference is made to School House accommodations.

In conclusion, the Council has only further to observe, that it has devoted much time and anxious labour during twenty-five years to give effect to the Statutes and intentions of the Legislature in regard to the Education of Canadian Youth, and to assist the Municipalities, School Trustees, and other friends of education to apply the principles set forth in the Statutes, and promote their objects in securing, as far as possible, to each child in the land the blessings of a sound education and of useful knowledge, and, with the understanding and expectations, at the same time, that the Chief Superintendent would exercise a wise discretion in giving practical effect to the Regulations and recommendations of the Council, according to the varied circumstances of the Cities, Towns and old and new Townships of the Country.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 19th March, 1872.

#### V. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

NOTE. The Reports of the local School Inspectors on this subject having been sent to the Government they were returned in the following Letter:—

I am commanded to return, as I do herewith, the package of Inspectors' Reports transmitted with the last Letter of the Council of Public Instruction, and I am to request that the Council will cause extracts to be made of any portions of these Reports which they deem material to the consideration of the practical operation of the Regulations precluding the attendance of children who may have been absent, requiring that the School Houses shall be of a certain dimensions, and requiring an additional Teacher to be employed when more than a certain number of children attend a School.

TORONTO, 22nd March, 1872.

PETER GOW, Secretary.



# VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith the answer of the Council of Public Instruction to your Letter of the 22nd ultimo.

2. I will thank you to have the goodness to cause to be returned by the middle of May the answers of the County Inspectors of Public Schools to the Circular of the Deputy Superintendent of the 9th of March, as they will be necessary to enable me to prepare my general School Report for the year 1871.

3. In several of these Letters of the County Inspectors, as in the Counties of Lincoln, Welland, Norfolk, Elgin, North Grey, South Essex, 1st District of Lambton, express mention is made of the fact, that Trustees desired the County Inspectors to press them on the subject of improving their School Accommodations, as a help to them against the opposition of some persons in their School Sections against doing anything to improve those Accommodations.

4. By reference to these Letters of County Inspectors, especially to those of South York, Frontenac, Carleton, North Grey, it is shown that, where opposition has been manifested against the efforts to improve School House Accommodations it has arisen chiefly from wealthy persons who do not wish to avail themselves of the Public Schools, and this I have reason to believe is the source of much of the opposition of a leading Newspaper, the then exclusive Proprietor of which, (the Honourable George Brown), applied to me in the Spring of 1858, (as published in the Newspapers of the day,) to remonstrate against a Tax imposed upon his property in the neighbourhood of Bothwell by School Trustees for the erection of a Brick School House; which tax he denounced as "downright robbery." This is the spirit of the most potent opposition against the provision in the Act and Regulations to provide "Adequate Accommodations" for all the children to whom the Law guarantees Free Schools, without Adequate School House Accommodations, the provision of the Law for free Schools and to secure a certain amount of School instruction to every child in the land, is a mockery, and there can be no such Accommodation, and no Free Schools, unless all the property of the Country is liable to be taxed for the Education of all the youth of the Country, and, therefore, that each man should be taxed according to the amount of property which is protected for him and rendered valuable by the collective labours and enterprise of all the people of the Country. But to provide the plainest adequate School Accommodations for the youth of a new Country is the gradual and laborious work of years, and not of half a year.

5. The Letters of Country Inspectors show that there have been only two Public School Section Meetings, (one in the 15th School Section of Trafalgar, the other in Carleton), at which a Resolution was adopted against any of the School Regulations; only two Public School Meetings, out of nearly five thousand, and not a single Municipal Council of any kind in the whole Province. These Letters also show that no Schools have been shut up for want of Teachers, in consequence of the new Regulations.

6. These Letters show likewise, where any reference is made to the subject, that my Instructions to County Inspectors as to their mode of carrying into effect the new Regulations, have been to use kindness and persuasion, and to advance the work gradually according to circumstances.

TORONTO, April 2nd, 1872.

EGERTON RYERSON.

# VII. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledges the receipt of your Letter of the 22nd ultimo, returning,

"The packages of Inspectors' Reports transmitted with the last Letter of the Council, and requesting that the Council will cause extracts to be made of those portions of these Reports which they deem material to the consideration of the practical operation of the Regulations precluding the attendance of children who may have been

absent requiring the School Houses to be of certain demensions, and requiring an additional Teacher to be employed when more than a certain number of children attend a School."

The Council desires to remark, in reply, that it has given the full answer on these subjects which it supposed would satisfy your enquiries. The marked places in the Inspectors' Reports, which you have returned, contained the most ample evidence possible as to the state of School House Accommodation, the necessity of some Regulations to improve it, and the adaptation of the Regulations adopted by the Council to promote that important object.

These Reports also showed the prevalence and evil of irregular attendance at the Schools, and the need of calling special attention to the long existing Regulations on this subject.

The interests of both the Pupils and the Schools, require that every reasonable pressure should be brought to bear to prevent so great an evil; but no complaint of its operation has come to the knowledge of the Council, nor even the exclusion of any Pupil from a School.

The only dissatisfaction of which the Council is aware, arises from the fears and disquieted excited by misstatements as to the character and novelty of the Regulations, which has existed more than twenty years; but which the new and more efficient system of School inspection has invested with new value.

These Reports showed likewise the need of additional Teachers in many Schools, and the great loss both to Pupils and to the efficiency of the Schools for want of them; while the Letter of the Council, with which these Reports was accompanied, showed how far the Council had come short of the Regulations of England and Nova Scotia in their Regulations on the subject.

But, as you desire extracts from these Reports, rather than the Reports themselves, the extracts have been made and are herewith transmitted.

As a supplement to these Extracts of the Reports of the first visits of the new Inspectors to the Schools, the Council herewith transmits a copy of the Circular which the Chief Superintendent has lately addressed to County Inspectors and their answers thereto, on the subjects of your enquiries in respect to the Regulations as to School House Accommodation, and special permits to Teachers, and as to whether Schools have been closed for want of Teachers, in consequence of the new Programme, or the Examination and Classification of Teachers.

These Letters of County Inspectors of Public Schools, all of which have been transmitted to the Department during the last month, exhibit the operations and effects of the new Regulations, during the first half year of their existence, and the remarkable impulse which has thereby been given to the Managers and Supporters of Schools in all the most backward portions of the Province for the improvement of School House Accommodations and School Organization. Such effects and such progress must be grateful to the heart of every enlightened friend of the universal and sound education of all the youths of our land, and deserve, the Council submits, every possible encouragement on the part of the Government.

It is, of course, a very gradual, as well as difficult, work to effect an improvement in the proper Classification of Pupils and effective Organization of the Schools, where Teachers are inexperienced and untrained,—many instances of which are mentioned in the Inspectors' replies to the Circular above mentioned; but the felt want of both, and the obvious defects in this respect should prompt to practical and greater exertion to remove them and improve the Schools, rather than discouragement and obstruction.

The Council is persuaded that these recent returns of the County Inspectors, (who are appointed by, and hold their offices during the pleasure of the elected County Councils,) must satisfy the Government of the beneficial character and most encouraging results of the new Regulations, notwithstanding the prejudices excited against them

by erroneous representations, and notwithstanding they have been only one-half year in operation.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.  
TORONTO, 2nd April, 1872.

NOTE. After examining the extracts from the local Inspectors' Reports sent to the Government, as requested, the following Letter was sent by it to the Council of Public Instruction:

#### VIII. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I have the honour to transmit herewith a copy of an Order-in-Council, approved by His Excellency the Lieutenant-Governor on the 3rd of July, 1872, relative to the Regulations or to the dimensions of the School Houses for the Public Schools, the receipt of which you will be good enough to acknowledge.

TORONTO, 5th July, 1872.

I. R. ECHART, Acting Assistant Secretary.

ENCLOSURE: ORDER-IN-COUNCIL, APPROVED BY HIS EXCELLENCY THE LIEUTENANT-GOVERNOR  
ON THE 3RD DAY OF JULY, 1872.

The Committee of Council have had under consideration the Regulations as to the dimensions of the School Houses for the Public Schools, and they respectfully recommend that these Regulations be modified, so that, during the year 1872 they shall be recommendatory only, and not mandatory with regard to all School Houses which had been built up to the date of this Minute of Council, to the intent, that no Trustees of any School shall be deprived of their share of the Public Grant for the year 1872, by reason of the existing School House not being in conformity with such Regulations as to the dimensions thereof.

TORONTO, 4th July, 1872.

J. G. SCOTT, Clerk of the Executive Council.

#### IX. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

In respect to the Minute of the Committee of the Honourable the Executive Council, approved by His Excellency the Lieutenant-Governor on the 3rd instant, and the Letter of the Acting Assistant Provincial Secretary of the 5th instant; enclosing the Order of His Excellency-in-Council, addressed to the Clerk of the Council of Public Instruction, requesting him to acknowledge it, I have the honour to offer the following remarks for the information of the Government.

1. Although the Council of Public Instruction makes the Regulations, relative to the Organization, Discipline and Management of the Public Schools, the Law makes it the duty of the Chief Superintendent to explain and direct the administration of these Regulations, as well as of the provisions of the School law generally, and for which he is responsible to the Government.

2. By referring to the Regulations of the Council in respect to adequate School House Accommodations, it will be seen that they are carefully worded so as to be recommendatory only, and not mandatory, although persistent misrepresentations of them to the contrary have been made by parties hostile to the Council of Public Instruction and to the Education Department.

3. In a Circular Memorandum, which I issued in respect to these Regulations on the 26th of last February, I stated expressly, "The new Regulations have been recommendatory only at present, and until examination and experience have demonstrated their usefulness and adaptation to the Schools.

4. The Regulations have been in operation just twelve months, but not a dollar has been withheld from any of the Schools for non-compliance with them. Moral pressure alone has been employed to provide for their application; and, I believe, that



will be found sufficient to secure their success, unless in some very rare and flagrant cases, perhaps not in five, or ten, cases out of the four thousand and five hundred Schools. At all events no such case has yet occurred; and, in my Circular issued this month to County Inspectors, notifying them of this year's apportionment of the Parliamentary School Grant, I shall instruct these Inspectors to make the local apportionment to all Schools, without reference to School House Accommodations, so that there may be no misapprehension of Trustees, or the public on the subject.

Should any cases of flagrant violation of the intentions of the Legislature in regard to School House Accommodations occur, I shall submit them to the consideration of the Lieutenant-Governor-in-Council before deciding upon them.

5. The receipt of your Letter will doubtless be acknowledged by the Clerk of the Council of Public Instruction, as you desire, after it shall have been laid before the Council.

TORONTO, 6th July, 1872.

EGERTON RYERSON.

#### X. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 5th ultimo, enclosing an Order-in-Council, respecting Regulations as to the Second Section of the Law of 1871, which enacts that each School Corporation shall provide adequate Accommodations for all children of School age in their School Division, or Municipality.

In reply, the Council beg to refer you to the Letter of the Chief Superintendent of Education, addressed to the Honourable the Provincial Secretary, and dated 6th of July, 1872. This Letter has been read to the Council and contains a correct explanation of our Regulations and intentions in adopting them. As the unusual course has been adopted of printing in the "Ontario Gazette" His Excellency's Order-in-Council, designed for the guidance of the Council of Public Instruction, but founded on a mistaken view of the character and intentions of our Regulations, the Council respectfully request that the explanatory Letter of the Chief Superintendent of Education relating to said Order-in-Council, with this Note, may be also printed in the Ontario Official Gazette, as correctly explaining the Regulations of the Council and the provisions and administration of the Law in regard to adequate School House Accommodation.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 3rd August, 1872.

#### XI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE ATTORNEY-GENERAL.

I have the honour to submit for your legal opinion and advice certain cases to which the Second Section of the School Act of last year has reference. That Section is, "Each School Corporation shall provide Adequate Accommodations for all children of School age in their School division, or Municipality."

Before deciding on the subject of this Section of the Act, I requested the Council of Public Instruction to favour me with its opinion as to what Accommodations might be considered adequate; and for this purpose the practice of other educating Countries was referred to. The result of the enquiry and the authorities, on which the Council based the expression of its opinion on this subject, will be found stated at length in a Letter addressed by the Council to the Honourable the Provincial Secretary, and dated on the 19th day of March, 1872. [See page 187 herewith]. By reference to these papers, it will be seen that what the Council of Public Instruction have considered as "Adequate Accommodations," is far below the standard fixed by the Education Department in England, and by the School Laws of Nova Scotia and of the State of New York, in addition to which, the Ontario Association of Inspectors and Teachers at their Annual Meeting held in Toronto in August last, adopted unanimously the following Resolutions.

"That, in the opinion of this Convention, the School Accommodation required by the new School Law and Regulations is under, rather than over, that demanded by the health and comfort, as well as the proper Organizations and Discipline of Schools."

But a copy of an Order-in-Council, approved by His Excellency, the Lieutenant-Governor, on the third day of July, was communicated to the Council of Public Instruction by Mr. Acting Assistant Secretary Eckart, on the 5th of July. [That Order-in-Council will be found on page 194 herewith].

My Letter to the Honourable, the Provincial Secretary of the 6th of July, and that of the Council of the 2nd of August, contained an explanatory reply to the Order of His Excellency-in-Council, and showed that the Council of Public Instruction had not issued any such mandatory "Regulations as the Order of His Excellency-in-Council supposed; they were only recommendatory; as I had stated in a printed Circular, as early as the 26th of last February, remarking that: "The new Regulations have not been made obligatory, only recommendatory at present, until examination and experience shall have demonstrated their usefulness and adaptation to the Schools." [See page 186 herewith].

The effect, however, of the provision of the School Law in question, and the Regulations made to give it effect, has been marvellous beyond all precedent, and beyond my anticipations, according to the County Inspectors' Returns, (which will be ready to be laid before the Legislature at the opening of the approaching Session), no less a sum than \$261,833 has been expended during the last year in the purchase of School Sites and in the erection of School Houses, being an increase, under this head, over that of the preceding year, of \$54,333, besides an expenditure of \$63,152 in repairs and rent of School Houses, and besides this, there is a balance in the hands of Trustees at the close of the year of \$88,872, over and above the balance of the preceding year, nearly all of which is, I believe, for building and repairs of School Houses, a small sum only of this balance is under the head of "Salaries," which are usually paid very punctually to Teachers, as they become due. The County Inspectors in their Reports, speak of the wonderful progress which has been made in providing School House Accommodations during the past year, and the help which Trustees themselves, with scarcely any exception, has been given by the new School Law and Regulations, in overcoming the opposition of the mistaken selfish individuals against such improvements.

But, notwithstanding, this progress and success, there are Trustees here and there who join the opposers of advancement, who have School Houses (so called,) inadequate to accommodate, in any decent way, the children in actual attendance, much less all the children of School age in their respective divisions, all of whom the law requires to attend some School at least four months of the year, and, therefore, to be provided with adequate Accommodations. It is to this class of cases I desire to call your attention, and, in regard to my proceedings respecting which, I solicit your legal advice.

It appears to me that the effect of the Order-in-Council above quoted is to suspend the operations of the Second Section of the School Act of 1871, for I think no legal decision can interpret the phrase "Adequate Accommodations for all the children of School age," more liberally, and at a lower standard than that which has been done by the Council of Public Instruction, in the recommendatory Regulations which have been adopted. But I cannot suppose that it could have been the intention of the Government to suspend this salutary provision of the Law, which would be the first backward step in our Educational History thus far.

I submit, therefore, for your consideration, several Reports and Letters from a number of County Inspectors, stating cases of gross and wilful neglect, and even refusal, on the part of Trustees to do anything in the way of improving their wretched School Accommodations. In the neighbouring State of New York, the forfeiture of the School Fund apportioned follows absolutely within six months after notification from the County Inspectors who is their only sole judge as to what Accommodations are

"adequate." But with us, as you will see by the Inspectors' Letters, from six to twelve months have been proposed to the reluctant Trustees, even to commence providing the required accommodations. As with us, the forfeiture in any case is not absolute, but the money forfeited is, by the eighth clause of the 106th Section of the Consolidated School Act subject, in its application, to the directions of the Chief Superintendent of Education. In such cases I request the special report and suggestions of the County Inspector, and restore the grant to the Trustees forfeiting it, where I learn that it has occurred through poverty, or ignorance, or where the parties give assurance of improvement, as in the cases which I herewith submit, as specimens of many others.

I have instructed the County Inspectors to make the apportionment of the School Fund as in all other cases, but to withhold payment until further instructions, unless the delinquent Trustees accede to the moderate proposals and advice of the County Inspector. Apart from any Regulations, the phrase "adequate accommodations for all children of School age in the division," must mean something, and I submit whether, by any rule of fair interpretation, the Trustees, in the cases submitted, are not unjustifiable in neglecting their duty. Where the Trustees are the School Corporation of a School Section of large means, and have unlimited powers to provide all necessary "adequate accommodations for all the children of School age in their division," it seems to me to be a crime against society and against posterity, for them, to do nothing to fulfil the requirements, and promote the patriotic objects, of the School law. In poor neighbourhoods no one has ever thought of acting oppressively, or of doing other than sympathize with, and help, the poor people in every possible way.

I, therefore, respectfully request your advice as to whether I am to administer the provisions of the School law in question in face of the Order-in-Council above quoted.

I will thank you to return the enclosed original Letters with your reply.

TORONTO, September 24th, 1872.

EGERTON RYERSON.

NOTE. The Attorney-General's reply to this Letter is not available. Its purport may be gathered, however, from the Chief Superintendent's reply to it in the following Letter.

## XII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE ATTORNEY-GENERAL.

I have the honour to acknowledge the receipt of your Letter of the 30th ultimo, relative to the Order-in-Council and the School Act in regard to "adequate accommodations for children of School age." (See pages 186 and 194).

In my instructions to the County Public School Inspectors I had anticipated what you say in regard to the expression "adequate accommodations" "being necessarily relative, and must vary with respect to the circumstances of the School division. I had said that nothing was to be enjoined in respect to the style, or kind, of School Houses, whether Log, Frame, Stone, or Brick, or as to the Furniture, intimating that there should be space and Seats for the children entitled by law to attend each School, and that the House should be sufficiently built, so as to protect the children from Rain, Snow and Cold. . . .

In the cases which I submitted to you, the Inspectors report that the accommodations are notably not "adequate" for all the children of School age in the division, as the Act requires, but that there are no accommodations of space or Seats, much less Desks for the children in attendance, or protection from Rain, Snow, or Cold, and that the Trustees refuse to provide them, or even to engage to do so within six, or twelve, months, although there is ample assessed property and abundance of means in the School division to provide "adequate accommodations" in the best sense of that expression. . . .

I have understood the Law, as it is interpreted and applied in England and on the Continent of Europe as the authoritative expression and embodiment of the will of



the Nation, and which is not to be contravened by a few, or many, individuals in any Municipality, or neighbourhood. Our Legislature has enacted that every child of certain age shall have a right to School instruction, and has also enacted that each School Corporation shall provide adequate accommodations for all children of School age in their School division, or Municipality. The law also authorizes, and makes it the duty of, the Council of Public Instruction, to make such Regulations, from time to time, as it deems expedient for the Organization, Government and Discipline of Public Schools, for the Classification of Schools and Teachers, and for School Libraries.

I understand the Order-in-Council to have disallowed the Regulations of the Council of Public Instruction so far as they might have been considered as obligatory, in respect to School House accommodation but the question which I submit is, whether I am, or am not, to enforce the Second Section of the School Act of 1871, at all, in regard to the School Corporations providing adequate School House Accommodations for children entitled by Law to attend the Public Schools, when wilful and notorious delinquencies are reported to me by the County Inspector of Public Schools.

TORONTO, October 3rd, 1872.

EGERTON RYERSON.

### XIII. THE ATTORNEY-GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am in receipt of your further Letter of inquiry, and collect from it that you require my opinion on two questions:—

One—Whether you are to enforce the Second Section of the School Act of 1871 at all, in regard to the School Corporations providing any adequate School House Accommodation for children entitled by law to attend the Public Schools, when wilful and notorious delinquencies in that respect are reported to you by County Inspectors of Public Schools. My opinion on this question is in the affirmative; and that it is clearly your duty to enforce the requirements of the Act referred to.

On the second question, as to whether you are precluded from regarding dimensions of a School House as any element in "adequate" accommodations for a given number of children, under the Second Section of the School Act, my opinion is that you are not precluded from regarding dimensions as an element, and that the effect of the Order-in-Council only renders the prescribed dimensions of the Regulations of the Council of Public Instruction recommendatory.

TORONTO, 23rd October, 1872.

ADAM CROOKS, Attorney-General.

### XIV. CIRCULAR TO THE INSPECTORS OF PUBLIC SCHOOLS IN THE PROVINCE OF ONTARIO ON SCHOOL ACCOMMODATION.

It having been decided by the Government, that the Regulations adopted by the Council of Public Instruction, in regard to adequate accommodations of School Houses, were to be considered recommendatory for the current year, as had been previously intimated in the *Journal of Education* for February last, a Correspondence has taken place between the Honourable Attorney-General and myself as to my duty and authority in enforcing the Second Section of the School Act of 1871, which enacts that "each School Corporation shall provide adequate accommodation for all children of School age in their School Division, or Municipality."

The final opinion of the Attorney-General on the subject is as follows:

"It is to be observed that it is not in regard to the style of the School Houses, whether elegant or plain, whether Log, Frame, Brick, or Stone School Houses; nor, in cases where the people are really too poor to build, or enlarge, a School House; but it is where the assessed property nad circumstances of the people in a School Section shew that they are able to comply with the requirements of the Act, and the Trustees of such Section refuse to do so, that you are to enforce it, for the protection and benefit of the children, who, by the same Law, are entitled to attend the School, so that they shall not be excluded from it for want of room, or be packed in it like cattle

in a Railroad Car, or be deprived of the requisite Seats to sit on, or the requisite Desks on which to write, or shiver with the cold, or be rained or snowed upon for want of proper covering and enclosure in the School House. Adequate accommodations of a School House, therefore, include, of course, the Furniture proper for children to have, and Room for study and recitation, as well as protection from Cold, Snow, and Rain, that they may learn,—as adequate accommodations of a dwelling house include the Room and Furniture needful for the comfort of a family.”

The patriotic intentions of the Legislature, whose Act is an embodiment of the will of the Canadian people, must not be contravened by the misguided selfishness of few, or many, persons in any neighbourhood.

The people at large, through their Representatives in the Legislature, have declared a Free School for every child in the land, and that every child shall enjoy that right; and no individual, or neighbourhood, shall be allowed to counteract the will of the Nation in a matter of declared national interest and importance.

It will thus be seen, by the opinion of the Honourable the Attorney-General, that it is my duty to enforce the Second Section of the School Act of 1871, and that in doing so I am to take into consideration the dimensions of the School Houses for a given number of children.

It is my opinion that the dimensions of School Houses for a given number of children, as recommended by the Council of Public Instruction, being much less than the dimensions required by law in England, Nova Scotia, and the State of New York, (as stated in my Report for last year), are the least that should be required in this Province; and I, therefore, desire that you will so decide, and report accordingly.

TORONTO, 24th October, 1872.

EGERTON RYERSON.

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## CHAPTER XIX.

### OBJECTIONS TO THE REVEREND DOCTOR RYERSON'S BOOK ON CHRISTIAN MORALS; THE REVEREND DOCTOR WAYLAND'S MORAL SCIENCE AN ALTERNATIVE.

#### I. PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION.

The Reverend Doctor Ryerson's work on Christian Morals, having been submitted for the consideration of the Council of Public Instruction on the 6th of November, 1871, it was,—

*Ordered*, That it be referred to a Committee consisting of the Very Reverend Dean Grasett, the Reverend Doctor Jennings, and the Honourable William McMaster, with the request that they will report on the same at the next Meeting.

At a Meeting of the Council of Public Instruction on the 13th of November, 1871, the Chairman reported that the Special Committee had considered the Book on Christian Morals, by the Reverend Doctor Ryerson, and recommended it for the sanction of the Council, subject to the conditions imposed by the Statute with respect to Religious Instruction.

*Ordered*, That the Council having examined the First Lessons on Christian Morals for Canadian Families and Schools, by the Reverend Egerton Ryerson, D.D., LL.D., recommended it for use, as designed, “In Canadian Families and Schools,” with the proviso, in the case of Schools, (as contained in the Consolidated School Act, Section 129,) that: “No person shall require any Pupil in any School to read, or study, in, or from, any Religious Book, or to join in any exercise of Devotion, or Religion, objected to by his, or her, Parents, or Guardians, but, within this limitation, Pupils shall be allowed to receive such Religious Instruction as their Parents and Guardians desire, according to any General Regulations provided for the Government of Common Schools.”

## II. THE REVEREND WILLIAM STEWART TO THE HONOURABLE EDWARD BLAKE.

I beg to enclose a Memorial to His Excellency-in-Council, in reference to the School Book entitled "Christian Morals." It has been signed by fifty different Ministers of seven, or eight, Religious Denomination in Ontario. I may add that, in the course of a week, or ten days, I expect to get at least as many additional signatures to the Memorial, which I shall have the pleasure of submitting, if necessary, for His Excellency's consideration. Trusting that the prayer of the Memorial may be graciously answered, and wishing yourself and Colleagues all wisdom in the discharge of your onerous and responsible duties.

Toronto, March 12th, 1872.

WILLIAM STEWART.

ENCLOSURE: MEMORIAL TO HIS EXCELLENCY, WILLIAM PEARCE HOWLAND, LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO IN COUNCIL.

*The Memorial of the undersigned Ministers of the Gospel of various Denominations of Christians, respectfully sheweth:—*

That a School Book entitled "First Lessons in Christian Morals," has been published by the Reverend Doctor Ryerson, and authorized by the Council of Public Instruction for use in the Public Schools in Ontario.

That, in the opinion of your Memorialists the said Book contains sentiments of a sectarian character, the introduction of which into our Public Schools involves not only a gross violation of the rights of conscience, but also an entire subversion of the principle of Religious Equality on which our system of Education is founded.

Wherefore, your Memorialists humbly pray that Your Excellency-in-Council will be pleased to adopt measures as will prevent the further use of this Text Book in the Public Schools of the Province.

Signed by 13 Baptist Ministers.

1 Evangelic Minister.

7 Congregational Ministers.

3 Methodist Ministers.

5 Presbyterian Ministers.

1 Roman Catholic Minister.

3 Presbyterian Church of Scotland Ministers.

*Additional Memorial, dated 9th April, 1872.*

Signed by 28 Baptist Ministers.

1 Congregational Minister.

4 Methodist Ministers.

7 Ministers of the Gospel, London.

## III. OPINIONS OF THE PRESS ON THE REVEREND DOCTOR RYERSON'S FIRST LESSONS IN CHRISTIAN MORALS.\*

First Lessons in Christian Morals; for Canadian Families and Schools. By Egerton Ryerson, D.D., LL.D., (Toronto: Copp, Clark & Co.)—Is published by authority of the Council of Public Instruction for Ontario, and so will probably find its way into the majority of our Common Schools. It is no easy thing to prepare a Book of Religious Instruction which will be generally acceptable to the different Communions represented in the Schools of this Country, yet the Chief Superintendent in this little Book has successfully accomplished this difficult task. He has given a large amount of definite religious teaching which cannot but exercise a wholesome influence on the Pupils who receive instruction therefrom. It is not a Book to be committed to memory, but rather one which the Pupils may carefully read, and upon the general teaching of which they

\* These opinions of the representative Press are in strong contrast to the opinions expressed by the signers of the Memorial to the Lieutenant-Governor on the merits of the book on Christian Morals.



may be examined. The Members of the Church will of course bear in mind that this Book does not profess to be a full and complete course of instruction, and will, therefore, supplement its teaching by requiring their children to commit accurately to memory the Church Catechism, and giving them such explanations of this admirable summary of necessary truth that they will be well grounded in the faith, and able to give to every man a reason of the hope that is in them. If our Church people will thus train their children in those distinctive principles of the Church which have been handed down to us from the earliest days, they will find in these "First Lessons in Christian Morals" useful explanations of many practical duties which are too much forgotten in the present day. And while the children at the Public Schools are taught those general principles of faith and practice which all acknowledge, at their homes and in the Sunday School, the Parents, Sponsors and Teachers will give them further teaching in those divine truths which we hold dear, but which could not be expressed in a work intended for all Christian bodies in common. With this restriction we commend the work to the public, in the assurance that it will be the means of great usefulness to the children of our Public Schools, and that it will in no small degree meet the demands of those who have advocated Religious Instruction in our Educational Institutions.—*Church Herald*, December 21st, 1871.

The object of this little Treatise is to supply for our Public Schools a Text Book containing the elements of moral and Christian truth. We have perused it with a good degree of interest and pleasure, and regard it as on the whole a safe and useful Hand Book of Religious Instruction. There can be no doubt that it will supply a want that has long been felt in our Common School System. We rejoice that its venerable Author is spared to bring forth fruit like this in a green old age; and we have good hope for the future of our Country, if the minds of the rising generation are imbued with the important truths contained in this valuable little work, which gives evidence of wide research, vigorous thought, and judicious arrangement.—*Canadian Baptist*, January 11th, 1872.

This little Book is one of the series of School Books authorized by the Council of Public Instruction for the use of Schools. It contains a comprehensive but condensed summary of the leading principles of Christian morals, in the form of question and answer, and will be found to contain in an abbreviated form the substance of much larger works. As far as we have found time to examine the definitions are of an unexceptionable character, being based upon the teaching of Holy Scripture.—*Christian Guardian*, 20th December, 1871.

We hail this little Book from the pen of Canada's veteran Educator and Divine, as filling an important place in our "Canadian Series of School Books." We regard that kind of education which cultivates only the intellect, leaving the heart and conscience untouched, as fundamentally defective; and we are glad that a Text Book has been prepared, which, while carefully avoiding even the appearance of sectarian teaching, presents the grand obligations of Christian morality in a light both clear and strong. We hope Doctor Ryerson's little Manual will be introduced forthwith into all our Schools.—*Pure Gold*, January 5th, 1872.

#### IV. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am commanded to acquaint the Council of Public Instruction that it has been represented to the Government by a large number of Ministers of the Gospel of various Denominations that the Book called "First Lessons in Christian Morals" contained sentiments of a sectarian character, and is not suitable for use in the Public Schools.

I am to request that the Council will furnish me with any information which it may deem useful in reference to these representations.

TORONTO, 8th April, 1872.

I. R. ECKART, Acting Assistant Secretary.

## V. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 8th instant, addressed to "The Clerk of the Council of Public Instruction," stating that, "it has been represented to the Government by a large number of Ministers of the Gospel of various Denominations that the Book called 'First Lessons in Christian Morals' contains sentiments of a sectarian character, and is not suitable for use in Public Schools;" and you request that the Council will furnish you with any information which it may deem useful in reference to these representations.

Your Letter will be laid before the Council, but, as my health requires a change for a few days I shall not be present at the Meeting, which may be called in reference to it. As I am the Author of the Book referred to, it will, of course, be expected that I should prepare any detailed information in respect to parts of the Book objected to; but it is impossible for me, or any other person, to do this, without knowing what parts, or passages, of the Book are objected to in the Letters to which you refer. Of the Members of the Council, who recommended it were two Clergymen of the Church of England, and two Clergymen of the United Presbyterian Church, and one Member of the Baptist Church; they recommended the Book as adapted to supply an acknowledged want in our Public Schools, and as containing nothing in any sense to which the term sectarian is ordinarily applied. Until some information is given as to the passages objected to as sectarian, I do not see how any such information as you desire can be given. I have intimated to the Council my intention to propose the superseding by other matter of common agreement a page objected to by one paper relative to the Sacraments.

All the explanations I have to give in regard to the Book and its use, (for those only, both as Trustees and Parents, who desire to use it), will be found in a paper which I have written for the public Newspapers and which will appear to-morrow.

TORONTO, 10th April, 1872.

EGERTON RYERSON.

## VI. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 8th instant, stating that it has been represented to the Government by a large number of Ministers of the Gospel of various Denominations that the Book called "First Lessons in Christian Morals," contained sentiments of a sectarian character, and is not suitable for use in Public Schools.

You request "that the Council will furnish you with any information which it may deem useful in reference to these representations."

In reply the Council of Public Instruction desires to submit the following remarks:—

1. The Council is charged in the Memorial with having done that which "involves not only gross violation of the rights of conscience, but also an entire subversion of the principle of Religious Equality on which our System of Education is founded." But not a single specification of this grave charge is given; not a single reason assigned for it; not a single fact adduced in support of it. It is simply said to be "the opinion of your Memorialists."

2. Now, the Council only asks what is the acknowledged right of the worst criminal arraigned in a Court of Justice when it asks that its accusers shall give specifications of their charge and the reasons, or evidence, of such specifications. If the life, or liberty, of an arraigned criminal is not to be immolated because of the mere "opinion" of any number of persons of whatever profession, the Council submits that its act and character would not be condemned and sacrificed on no other authority than that of the "opinion" of unknown Memorialists.

3. The Council has made the Regulations in regard both to Religious and General Instruction, and selected the Books used for these purposes during a period of twenty-six years, founding and developing our System of Public Education from the beginning;



its acts and whole policy have been sanctioned, without a single exception by successive Parliaments and Administrations of Government, during more than a quarter of a century. Never before has the Council been charged with "a gross violation of the rights of conscience," and an entire subversion of the principle "of Religious Equality." The Council denies the charge in toto, and asks that its accusers may be required to adduce the proofs, if they have any, on which they have made such a change.

4. In the Memorial it is stated to be the "opinion" of the Memorialists, that the Book entitled "First Lessons in Christian Morals," contains sentiments of a sectarian character. What is meant by the word "sectarian," the accusers of the Council do not state; but the Council is sure that the Book does not contain sentiments peculiar to any one Sect.

The Council consists of Members connected with the Denominations, embracing the great majority of the population for the moral instruction of whose youth the Book has been recommended; and the Council believes that the sentiments of the Book are common to those Denominations, and are, therefore, not of "a sectarian character."

The Author of the Book says, in the Prefatory Notice, "that he has endeavoured to present subjects in harmony with all Religious Persuasions who receive the Bible as the rule of their faith and practice, and Jesus Christ as the only foundation of their hopes of eternal life." This Prefatory avowal, the Council believes, has been faithfully and successfully carried out in the preparation of the Book. For those who do not receive the Bible as the rule of their faith and practice, and who do not rely on Jesus Christ alone as the foundation of their hopes of eternal life, the Book was never intended. The Council believing that a large majority of the supporters of Public Schools entertain these views, has recommended, (not prescribed), the Book for the instruction, one hour in a week, of their children during the fourth and fifth years of their attendance at School, so far as their Trustees and Parents may desire to have such instruction given to them.

How this "violates the rights of conscience" and "subverts the principle of Religious Equality," in regard to those Parents, or Trustees, who may not desire instruction in Christian Morals to be given to their children, or who may not desire to use the Book for that purpose, the Council cannot understand, and leaves it for the accusers of the Council to explain.

5. On the subject generally, the Council desires to remark, that the principle of religious exercises and instruction has been recognized in our System of Public Schools from the beginning.

The very first provisions on this subject commence with the declaration that:—

"As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout." Accordingly the 13th Section of the School Act of 1850, (a Section perpetuated in the 129th Section of the Consolidated Public School Act), provides, that "No person shall require any Pupil in any School to read, or study from, any Religious Book, or join in any exercise of Devotion, or Religion, objected to by his, or her, Parents, or Guardians; but, with this limitation, Pupils shall be allowed to receive such Religious Instruction as their Parents, or Guardians, desire, according to any general Regulations provided for the Government of Public Schools.

6. In accordance with this principle and provision of the Law, the Council has recommended the reading of a portion of the Holy Scriptures and prayers daily in each School, and prepared and recommended forms of Prayers, for those who might prefer using them to other Prayers, or forms of Prayer. The Council has also recommended three Books of Religious Instruction,—two entitled "Scripture Lessons," and the other entitled "Lessons on the Truth of Christianity," all Books on the authorized list of Text Books of the National Board of Education in Ireland. Each of these Books is more voluminous than the single Book entitled: "First Lessons in Christian Morals."

It was found impracticable and expensive to use so many Books on the subject; and this one was prepared as the substitute for the three.



7. It deserves remark and remembrance, that, when the daily reading of a portion of Scripture was recommended in the Public Schools, the late lamented Roman Catholic Bishop Power was a Member and permanent Chairman of the Council.

On the subject of reading the Scriptures in the Public Schools being submitted, he said,—“I cannot on principle, approve of this; for my Church does not recognize the indiscriminate reading of the Scriptures, but, as the Law protects each child from joining in any exercise of devotion, or studying, or reading in, or from any religious Book objected to by his, or her, Parents, or Guardians, and as I do not wish to interfere with the liberty of Protestants, although I cannot, on principle, approve of the Regulation recommending the reading of the Scriptures in the Schools. I will not object to it.

8. The enlightened liberality of the late Roman Catholic Bishop Power, and his regard for the liberty of others, contrasts nobly with the illiberality of the signers of the Memorial, who demand the prohibition of the use of a Book by others which they do not wish to use themselves. The Council submits that the “rights of conscience” and “the principle of Religious Equality” appertain as sacredly to those who wish their children to be instructed from a work on “Christian Morals,” as to those who do not wish any such instruction to be given to their children in the Public Schools, especially as the rights of such persons are so effectually guarded in the School Act.

9. The Council has never prescribed anything on the subject of Devotional Exercises, or the reading of the Scriptures, or Religious Instruction; it has endeavoured to provide facilities for these purposes, and recommended them, appending to the word “recommended” the definition that such exercises, or the use of such Book, or Books, were at the option of Trustees and Parents. This is the first instance, in the history of our School System, that the simple recommendation of the Council has ever been complained of, much less declared to be “a gross violation of the rights of conscience” and “an entire subversion of the principle of Religious Equality.” The Council can scarcely conceive of any statements more groundless and absurd than such assertions under such circumstances.

10. To meet any acknowledged want in one branch of our Public School Education, for the elder Pupils of the Public Schools, the Author of the “First Lessons in Christian Morals,” proposed to embody and arrange in a small Book, which, without entrenching upon the province of a Denominational Catechism, would include the principles and duties generally considered essential to Christian Character and Duty. The successive Lessons of the Book, as they were printed on slips, were sent to the several Members of the Council for their examination, and suggestions, or objections, if they had any to make. But although the Book, when printed, was unanimously recommended by the Council, yet no one felt himself thereby committed to every expression, or illustration, employed, but simply to the general character and adoption of the Book, as the one best calculated, within the knowledge of the Council, to imbue the minds of Senior Pupils of the Public Schools with proper views of first truths and duties, and the grounds of them, before entering upon the ordinary duties of life. The Council has found, or conceived, no reason for changing its favourable opinion of the Book, nor is there a reason, or a word, stated in the Memorial of which you have enclosed a copy, to throw the least light on the subject, beyond a vague and general, but unsupported assertion.

11. But if a mere assertion, without a word of explanation, or reason, to support it, made by any individual, or number of individuals, were sufficient ground for excluding any Book from the list of even permitted, or recommended, Books in the Public Schools, then the Bible itself would be excluded from the Schools, as it is sectarian in the view of those who do not believe in its Divine authority, or in its Divine Author, and all School Readers would be excluded, as nearly if not quite every one of them contains “sentiments of a sectarian character,” according to the faith, or non-faith of some parties. Upon the same ground, would Doctor Wayland’s Moral Science and Paley’s Evidences of Christianity be excluded from the list of authorized Text Books

in our Provincial University, as the former "contains sentiments of a sectarian character" according to the views of numbers of individuals, and the latter contains a direct censure on the public devotional worship and Ministrations of the Methodists, and contrasts the Miracles recorded in the Scriptures with the alleged "Heathen and Popish Miracles," to the obvious disparagement of the latter. Upon the same ground would every History, and nearly every Geography, be rejected from the Schools. In this manner, by the simple utterance of the word "sectarian" against any School Book, by an individual, or combination of individuals, as in this case, can any Book be rejected from the Schools, and that without ever the names of accusers being known to the objects of their denunciations, any more than in Spain, where the victims of the Inquisition knew neither the names of their accusers, nor the specific nature and grounds of the heresies alleged against them.

12. The Council is persuaded that the Government will not, for a moment, sanction a demand so subversive of all justice between man and man, so fatal to all intellectual progress, so tyrannical, on the one hand, and so anarchical on the other, and so entirely at variance with the usages of all Public Educational Institutions in all enlightened Countries.

Every practical Educator and intelligent man knows, that the whole of scarcely any historical, or scientific Book is taught in a School, or College, and especially in regard to Books of Religious Instruction, Paragraphs, Pages, even Lessons, or Sections, or Chapters, of which are passed over by Instructors, as not considered needful, or appropriate to their own particular classes of Pupils; and this is the case in a still greater degree, where the exercises, or instruction, and where the Book, and every Chapter, or Lesson of it, are optional with the Parents, or Guardians of children. No confusion, or inconvenience, has ever arisen from this supremacy of Parents in regard to the Religious Instruction of their children in Public Schools, and the facilities and recommendations for such instruction.

13. The Council submits, that the unknown Signers of the Memorial should not only specify wherein, and on what grounds, they charge the Council with having recommended a Book for the optional use of Trustees and Parents for the instruction of their children in Christian Morals, but that they should also propose some Book in place of the one to which they object.

But the Council desires to cherish and maintain a spirit of procedure as far as possible removed from the spirit of bigotry and intolerance involved in the demand of the Signers of the Memorial. The Council has, therefore, consented, (although reluctantly, and not unanimously, but at the earnest request of the Chief Superintendent), to recommend that, in addition to the optional use by Trustees and Parents of the "First Lessons in Christian Morals," Trustees and Parents should also have the optional use of a little Book of similar size, entitled "Elements of Moral Science," by the Reverend Doctor Wayland, abridged for the use of Schools by the Author from his larger work on Moral Science, used as a Text Book in Toronto University College.

14. Thus, those Parents who wish no Religious, or Moral, Instruction to be given to their children in the Public Schools, can exercise their right of option in declining it; and those Parents who wish such instruction to be given to their children can select and procure, as they may prefer, Doctor Ryerson's "First Lessons in Christian Morals," or Doctor Wayland's "First Elements of Moral Science."

15. Thus, likewise, will the original and fundamental Christian basis of our School System be maintained, and Christianity pervade its character, in harmony with the widest exercise of the "rights of conscience," and the fullest practical recognition "of the principle of Religious Equality on which our System of Education is founded," and which has been maintained inviolate in the Regulations and Administration of the System during more than a quarter of a century.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.  
TORONTO, April 29th, 1872.



## VII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith the answer of the Council of Public Instruction to your Letter of the 8th instant, relative to certain objections which have been made against the use in the Public Schools of a little Book entitled "First Lessons in Christian Morals."

2. I hope that the answer and proceedings of the Council on this subject will be deemed satisfactory to His Excellency-in-Council. But, as I am personally concerned as the Author of the Book, and as you have done me the honour to transmit, for my information, a copy of the Memorial against the Book, I desire permission to submit some remarks, in addition to those contained in the answer of the Council.

3. The Memorial, I have reason to believe, was prepared and printed by certain persons in this City, and sent abroad for Signatures,—thus canvassing the Clergy of the Province in a combined assault upon me, through my Book; but I believe, were the names of the signers known, it would be found that not one-tenth of the Clergy of the Province, and but a small proportion of the Clergy of any Denominations, (with perhaps one exception), have been brought to join in the crusade; and I have reason to believe that even of the Signers, a considerable number have never even seen the Book mentioned in their Memorial.

Had any of the Signers of the Memorial suggested to me, or to the Council of Public Instruction, the omission, or modification, of a single paragraph, or sentence in the Book, I am persuaded that the suggestion would have received the most careful consideration; but, when not a single passage objected to is specified, and much less wherein the alleged error of such passage consists, the Book can only be considered as a whole; and the assumed infallibility, in the manner of objection to the Book, and the consequences involved in sustaining such objection, must be viewed in their proper light, and rejected.

5. From the absence of all specification of any error, or errors, and wherein they are considered errors, the reference is natural, that the real object of the objectors was either against the Author of the Book, or against any recognition of Religion in the Public Schools; and they have sought to accomplish their object by what is called "a side wind," and to escape the responsibility of stating their real object. The Members of the Council of Public Instruction claim to understand and represent the principles and duties of Christian Morals, and especially as viewed by the Denominations to which they respectively belong; and I am prepared, if need be, to justify the teachings of my Book upon the broadest grounds set forth in the Preface to it.

6. In a page objected to by a certain Newspaper, I have not said, or hinted one word, as to the form of baptism, or as to whether infants are, or are not, the proper subjects for baptism. I have only said what all Protestant Denominations, who hold baptism to be an ordinance of Christianity, maintain to be its import, obligations and privileges. The Quakers alone do not recognize the outward ordinance, and are a small portion of the community; but they have not made a word of objection, as far as I am aware, knowing, as they do, that no part of the Book, or the Book at all, can be taught to their children if they object to it, and not wishing to act upon the "Dog in the Manger" principle of denying that to others which they do not desire to take themselves.

7. When I saw, in a Newspaper, called the *Canadian Baptist*, that the Editor objected to but one page of my Book, I thought, in order to remove every pretext of objection from that quarter, to leave out the page objected to, and supply the omission with other matter equally practical, (from a Baptist Writer), to which there could not be ever a pretext of objection; from the same source, but my conciliatory proposal only inflamed, instead of satisfying the objector, thus showing that his previous objection was a mere pretence for assisting in a crusade against the Author. The Members of the Council of Public Instruction have dissented from my proposal to change a sentence of my Book, until the unknown objectors state particulars, and the grounds on which



they base their charges. As it has been found, that the great, if not chief, part of the open disregard of all Sabbath observance and Church attendance, and the immorality and crimes following such neglects and violations, have been preceded by a non-observance of the distinguishing Christian Ordinances of Baptism and the Lord's Supper, it was thought that what I said on that subject,—so general and inoffensive, although practical, was important in such a manual of Christian Morals.

8. The Law supposes, that there may be Religious Instruction and Exercises in a Public School, by providing that they shall not be enforced on Pupils, whose Parents object to them; but if an objector can, not only prevent his own child from reading, or receiving Religious Instruction from a particular Book, but exclude the use of it from all other Pupils whose Parents may desire it, then one objector can control all the Reading Books in the School; for their is not one of them which does not contain some Religious Instruction in some form; and thus contravene the express provision of Law, which provides as fully for the protection and rights of those who desire Religious Instruction for their children as for those who do not.

9. When the School System was first established, the Clergy and many Members of the Church of England, objected to it, as ignoring Christianity; and a portion of the Presbyterian Clergy and their Members insisted upon the recognition of Christianity and Religious Teaching as in Scotland; but when they found that I entertained the same views as themselves, and provided for their practical recognition, every objection was withdrawn, and all Christian Denominations, as well as all classes of the Community, have given their cordial support to the System. The only novelty connected with the Christian Character of the System, is the objection made by certain parties to a Book, which is no more sectarian than Books recognized and sanctioned from the beginning; but, although the immediate objection of these parties relates to a particular Book, the principle involved in their objection, without a reason, only a mere "opinion," may denude any, and every, School of every Christian Book and every vestige of Christian Character, or Principle.

10. But the purely party character of the Crusade against the Book, or rather against its Author, will be more apparent from the following facts:—The Newspapers established by the Authorities of Religious Bodies, and, therefore, their recognized Organs, such as the *Christian Guardian*, *Christian Advocate* and *Christian Journal*, have uttered, as far as I have seen, no word other than commendatory of the Book; as has the *Church Herald*, which, although not established by the Authorities of the Church of England, and, therefore, not their official Organ, has been established by a number of the Clergy, and is edited by a Clergyman. On the other hand, not a Newspaper, in which attacks have been made upon the Book and its Author, have been established by the Authorities of any Religious Persuasion; but it is a speculation of an individual, or individuals, who have given their Newspaper a denominational name, or invested it with a denominational character, for individual gain. Such is the *Catholic Witness* of Montreal, and the *Canadian Freeman* of Toronto, the organs, as an educated Catholic said to me a day, or two, since, of only the passions and prejudices of their individual Proprietors. Such is a paper called the *British American Presbyterian*, the undertaking and property of an individual layman. While two distinguished Presbyterian Ministers of the Council of Public Instruction have recommended my Book, this Newspaper itself does not pretend to say it contains errors, but says "Doctor Ryerson has no right to force Theology down the throats of those who do not believe it; when the Writer must have known that no force could be used, or had been thought of being used by myself, or by anybody else, and that no Trustee, or Parent, was under the least obligation to use the Book against his wish. Then, there is a Newspaper called the *Canadian Baptist*, not the representative of a Body, but the speculation of individuals, and, therefore, of no more denominational authority, if as much, as that of the Honourable William McMaster, of the same Church, who concurred in recommending the Book. Yet the *Canadian Baptist*, in its first utterance on the subject, and months after the publication of the Book, spoke [as I have already recorded].

Every word of that article of the *Canadian Baptist* speaks for itself; but when a few days after the Manager of *The Globe* Newspaper commenced his now notorious crusade to crush the Chief Superintendent with his Books, the Writer of the above paragraph abnegated what he had written, joined in *The Globe* crusade, and said, on the 8th of February, that the Book which he had commended on the 11th of January, contained "error" and "an audacious attack upon the cherished religious belief," of the Editor's Denomination; although wherein either the "error," or the "audacious attack," consisted, has never been stated to this hour,—showing clearly the purely party and personal object of the two-faced Writer.

11. But I admit the statement of one specific objection against the Book,—an objection to it on the ground of its Scriptural Character,—its adopting the teaching of the Scriptures in Morals, instead of teaching them on the abstract principles of National Religion, and including, instead of excluding, the Institutions and Evidences of Christianity. This objection has been made in one of the papers by a Baptist Minister, (the Reverend Doctor Fyfe,) and seems to have been partially concurred in by a Writer in a publication called *The Independent*.

12. To this only tangible objection against the Book of "First Lessons in Christian Morals," I reply as follows:—

(1) In teaching even the Senior Pupils of Public Schools the first principles and duties of Christian Morals it would be absurd to attempt to draw nice distinction between Natural and Revealed Religion, and would be extremely injurious to base moral lessons on speculative and practically feeble grounds, instead of on the high, firm and tangible grounds of Revealed Truth.

(2) In the course I have adopted, I have followed the example of the ablest teachers of Moral Science itself, much more the example of teachers of Christian Morals. Doctor Paley, in his *Moral Philosophy*, not only recognizes the Scripture teachings, but answers the very objection made against my Book, and which objection was first made against the same kind of teaching by the sceptical Philosopher Hume. In his fifth Chapter, Doctor Paley remarks:—

"Mr. Hume has been pleased to complain of the modern scheme of uniting Ethics with Christian Theology." After answering Hume at some length, Doctor Paley observes:—"Such as reject the Christian Religion are to make the best shift they can to build up a system, and lay the foundation of morality, without it. But it appears to me a great inconsistency in those who receive Christianity, and expect something to come of it, to endeavour to keep such expectations out of sight in their reasonings on human duty."

13. Again, that distinguished Baptist Minister, the Reverend Doctor Wayland, whose "Moral Science" is the authorized Text Book on the subject in Toronto University College, Queen's College, (Kingston), Knox College, the Baptist Literary Institute, and in the Congregational College, at least when the late Reverend Doctor Lillie was at the head of it, has Chapters on "Defects of Natural Religion as a Moral Guide," on "The Relation between Natural and Revealed Religion," on "The Holy Scriptures," "Of the manner in which we may learn our Duty, from the Scriptures," "Of Prayer, its nature, duty, utility, observance of the Sabbath," etcetera.

14. The Reverend Doctor Wayland, in his prefatory remarks, Chapter 9, on the Scriptures, assigns the reasons why he does not there introduce the Evidence of the Authenticity of the Scriptures as a Revelation from God, not because the subject belongs to the domain of Theology, but because it belongs to the department of intellectual Philosophy. Doctor Wayland's words are:—

"This would seem to be the place in which to present the proof of the Authenticity of the Holy Scriptures as a Revelation from God. This, however, being only a peculiar exemplification of the general laws of evidence, it belongs rather to the course of instruction in Intellectual Philosophy. It is, therefore, omitted here. We shall, in the remainder of these remarks take it for granted that the Scriptures of the Old and New Testaments contain a revelation from God to man, that these Books contain all that God has been pleased to reveal to us in language, and, therefore, all which is recorded in language that is ultimate in morals, and that is, by its own authority,



binding on the conscience. Taking this for granted, we shall in the present Chapter consider first, what the Scriptures contain; and, second, how we may ascertain our duty from the Scriptures."

15. Lastly, on this point, I will adduce the authority of the late Reverend Doctor Wardlaw, of Glasgow,—one of the most distinguished Scholars and Divines of the Congregational Body in Great Britain. He was invited to deliver the first course of an annual series of Lectures, at what was called "The Congregational Lectures" in London, and his course of nine Lectures was published at the request of the Congregational Body, under whose auspices they were delivered. These Lectures are entitled:—"Christian Ethics, or Moral Philosophy, on the Principles of Divine Relation." In the preface to his Lectures, Doctor Wardlaw,—

"Avows his heart's wish that the science of our land were more generally and decidedly baptized into Christ. Would it were so. Would that Christians were more on the alert in looking to their principles; more sensitively alive to the danger arising from the intrusion of an insidious philosophy, in adulterating the purity, obscuring the simplicity, lowering the tone, and paralyzing the authority of the truths of God."

In his fifth Lecture "On the Rule of Moral Obligation," in his sixth "On the Original Principles of Moral Obligations," and in his seventh Lecture "On the Identity of Morality and Religion," Doctor Wardlaw scatters to the winds the objections which pitiful Writers have made to my Book. I will quote only a few sentences:—"I know of few things more preposterous in theory, or more mischievous in effect, than the divorce between religion and morality, the manner in which they are not only spoken of in the current vocabulary of the world, but even treated in the disquisitions of philosophy, as if they were separable and separate things." The man who obeys his Parents, who keeps his word, who pays his debts, who dispenses his charities, who performs any other acts, under the influence of principles that rise no higher than a recognition of the claims of his fellow-creatures, has the first principles of moral obligation yet to learn. There is no religion without morality, and there is no morality without religion.

16. On the authority, therefore, of such Writers as Doctor Paley, Doctor Wayland, Doctor Wardlaw, and I might add indefinitely to the number, including Doctor Adam Smith, in his "Theory of Moral Sentiments," and Doctor Chalmers in his "Natural Theology," Chapter, of the 5th Book, "On the Defects and Uses of Natural Theology;" on such authorities, I say, apart from the nature of the subject, I rest my justification against the only specific objection to the principles of the teaching of my Book, and I could, upon grounds equally strong, and from most of the same, and other authorities, equally decisive, justify every part of its teaching, were the nature of any objections to them stated.

17. I may remark, that my condensed summary, (in two later lessons), of the Evidences of Christianity, and exposure of the two infidel objections which are most pernicious to young persons, namely, objections to mysteries and miracles, were suggested to me by the Very Reverend Dean Grasett, who kindly sent me a copy of Archbishop Whately's "Lessons on the Truth of Christianity," (one of the Series of the Text Books of the Irish National Board of Education), as a reminder and help to me in carrying out his suggestion, believing that such a summary would be useful to many Teachers and Families, as well as to Senior Pupils in the Schools.

18. In conclusion, I desire to observe, that, yielding to my earnest solicitation, the Council, although reluctantly, (on account not of error, or objectionable passages of my Book having been specified, and the first part of Doctor Wayland's Book being more difficult, and other parts more vague and imperfect than mine), consented to recommend Doctor Wayland's Elements of Moral Science, abridged by himself, (for the use of Schools), from his larger College Text Book of Moral Science; so that all parties who may prefer Doctor Wayland's First Elements of Moral Science, to my First Lessons in Christian Morals, for the instruction of their children, will have the option at their pleasure; or they may, as they have the right by law, refuse any Religious Instruction for their children.



19. The use of my Book on Christian Morals in, or its exclusion from, the Schools, can have no effect upon my pecuniary interest, as the preparation of it was gratuitous, nor, do I believe, my reputation will be affected in the least, but I deprecate the weakening in any degree, of the Christian foundations of our Public School System, or the sacrifice, at the demand of unreasoning partizanship, of the official character of the Council of Public Instruction, whose long and gratuitous labours merit the gratitude of the whole Province.

TORONTO, May 3rd, 1872.

EGERTON RYERSON.

## CHAPTER XX.

### ALLEGED EXEMPTION FROM THE OBSERVANCE OF THE LIMIT TABLES IN THE PROGRAMME OF STUDIES PRESCRIBED FOR PUBLIC SCHOOLS.

#### I. THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have to request that you will state whether any of the Public Schools have been excepted, under your directions, from the observance of any part of the recent Programmes, or Limit Tables, and, if so, that you will forward a list of such Schools, with the date and particulars of exemption, also that you will forward copies of any Correspondence on the subject of Exemption from Programmes and Limit Tables.

2. I have to request that you will give the like information with reference to the High Schools.

TORONTO, 13th March, 1872.

PETER GOW, Secretary.

#### II. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to state in reply to your Letter of the 13th instant, that I am not aware of having given directions for excepting any Public Schools from the observance of any part of the recent Programme, or Limit Tables. I have given explanations of both, and have stated that I did not intend to enforce the observance of it during the past year; but I have not sanctioned any departure in my instructions on the subject, which have been chiefly to County Inspectors, and which will be found in the Circular to them, as transmitted to you in the Appendix to my recent Letter. But as specimens of answers which I have given to special inquiries, I herewith transmit copies of my Letters,—the drafts of which are in my own handwriting, and, therefore, not only dictated, but written by myself.

2. In the very great majority, if not nine-tenths, of the Public Schools, few Pupils will be found advanced beyond the third, or fourth, Class of the Programme, which confines the subject of instruction, in these first three Classes, almost exclusively to the essential subjects of Reading, Writing, Arithmetic, Geography and Grammar,—two hours and a half each week, (as the time and Limit Tables show), for the Second and Third Classes to be given to the study and exercises in Grammar during School hours, and the same time to Writing and Geography, and from four to six hours and a half during the whole of the three classes, or years, to Reading and Arithmetic.

3. In reply to your request for like information with reference to the High Schools, I have the honour to state that I am not aware of having directed, or permitted any departure, in the case of High Schools, from the observance of any part of the Programme, or Limit Tables, except remarking that they were provisional, and not to be enforced during the past year. As specimens of my answers and counsels to inquiring

parties on the subject, I herewith transmit copies of several Letters, all the drafts of which are in my own handwriting, and therefore, not merely dictated, but written by myself.

4. I have caused an examination to be made of all the Letters which have been sent from this Department on the two subjects of your enquiries, and not one has been found differing in the least in substance from those of which I transmit you copies.

TORONTO, March 18th, 1872.

EGERTON RYERSON.

### III. THE PROVINCIAL SECRETARY TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have to acknowledge your Letter of the 18th instant, in reply to mine of the 13th instant.

I am to call your attention to the paragraph of my Letter of the 13th which requested that you would forward copies of any Correspondence on the subject of exemption from Programmes and Limit Tables. I am to request that you will forward copies of all such Correspondence, including, of course, the Letters to, as well as those from, the Education Office.

TORONTO, 19th March, 1872.

PETER GOW, Secretary.

### IV. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to state, in reply to your Letter of the 19th instant, that, I had supposed that, in my Letter of the 18th instant, with enclosures, I had fully complied with the requests of your Letter of the 13th instant. I regret that I failed to fulfill your wishes; but I could not transmit what did not exist.

1. No applications have been made by any School Authorities for "exemption from the Programmes of Studies, or Limit Tables;" and, therefore, no exemptions have been granted.

2. In several Letters from local School Authorities and Inspectors, the subjects of the Programme of Studies and Limit Tables were referred to, and in my answers I gave explanations of my views on them, in what manner they were obligatory, and to what extent, and in what manner I should feel it my duty to enforce them; and how I should submit to the Council of Public Instruction any request to which I did not feel myself authorized to accede. The only case in which a desire to depart from the authorized Programme of Studies seemed to occur during the past year, was in the City of Kingston, where a new Programme had been adopted, pursuant to the usage of preceding years. I felt that I could not assent to the ignoring of the authorized Programme, and the substitution of another in its place. I do not think that anything wrong, or adverse to the authorized system, was intended, and, after having so learned, and that the authorized Programme was duly recognized, I expressed regret that I had used so strong language in regard to the matter in one of my Letters. I herewith transmit such copies of the Correspondence on both sides as took place on that subject.

3. In order that I may meet your wishes, as far as in my power, I have caused copies of all the Letters, and extracts of Letters, (on both sides), which have any bearing upon the subjects of your inquiries, to be made, and I herewith transmit them to you.

4. I need not repeat here the explanations which I gave in my Letter of the 18th instant; and it will be seen by the annexed copies of Correspondence, that I have sought to act faithfully and fully up to the spirit of the Regulations, as intended by the Council of Public Instruction, and as expressed by the Council in the concluding part of its answer to you of the 19th instant, in reply to your Letter of the 8th instant.

TORONTO, 22nd March, 1872.

EGERTON RYERSON.

## CHAPTER XXI.

## REMUNERATION TO MEMBERS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR REVISING SCHOOL TEXT BOOKS.

## I. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am commanded to acquaint the Council of Public Instruction that it has been represented to the Government that certain late Members of the Council were appointed to paid employments in the gift of the Council; and also that certain present, and certain late, Members of the Council have, under the Regulations of the Council, or otherwise, obtained, or are to obtain payment from Publishers for work done in connection with the preparation, or revision, of some of the Text Books, authorized by the Council of Public Instruction, or have received, or are to receive a pecuniary benefit from their Publication.

I am commanded to enquire of the Council, whether any of these representations are true, and, if so, to request a detailed statement of the various transactions, with particulars of names, dates and amounts.

I am further commanded to request that the Council will procure and forward a detailed statement, with like particulars, of the various sums received under its Regulations, or otherwise, by Authors, Editors and others (in the public service under the Council of Public Instruction), who are concerned in the preparation of the Text Books authorized by the Council, and a report from the Arbitrator appointed by the Government to act in matters of this kind.

TORONTO, March 8th, 1872.

PETER GOW, Secretary.

## II. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledged the receipt of your Letter of the 8th instant, stating that it has been represented to the Government that certain late Members of the Council were appointed to paid employments in the gift of the Council, and also that certain present, and certain late, Members of the Council have, under the Regulations of the Council, or otherwise, obtained, or are to obtain, payment from Publishers for work done in connection with the preparation, or revision of some of the Text Books authorized by the Council, or have received, or are to receive a pecuniary benefit from their publication.

You further state, that you are commanded to enquire of the Council whether any of the representations are true, and if so, to request a detailed statement of the various transactions, with particulars of names, dates and amounts.

In reply the Council begs to remark as follows:—

1. That the Council has never appointed any of its present, or late Members, to any paid employment, with the following exceptions:—

First, it appointed, or rather continued, the Reverend Doctor Ormiston, Examiner at the half-yearly examinations of the Normal School, with the same allowance of \$50 per annum for his services, and \$4 at each meeting for his travelling expenses between Hamilton and Toronto. Doctor Ormiston had been one of the Masters of the Normal School for some years, and afterwards, for some years, Inspector of Grammar Schools. Doctor Ormiston was also appointed Examiner of the Normal School and continued so, by special request of the Council and against his own wishes, after he was appointed a Member of the Council.

Secondly, the Reverend George Paxton Young, a Member of the Council, (and who had previously been some years Inspector of Grammar Schools), was appointed one of the Central Committee of Examiners to prepare papers for the Examination of all the Public School Teachers and Inspectors in the Province, and to conduct several Exam-



inations; for these services Mr. Young was allowed \$300. In both instances, the remuneration allowed to Doctor Ormiston and Mr. Young was authorized by the Government, and duly accounted for and sanctioned by the Legislative Assembly Committee on Public Accounts. These are the only appointments which the Council of Public Instruction has ever made of any of its Members to public employments.

2. The Council has further to state, that early in 1866 Newspaper and other Representations, which had been continued for some time, succeeded in creating so much opposition to the Irish National School Readers, that the Council felt it necessary to take steps to revise and, as far as possible, to Canadianize them; and, for that purpose, in March, 1866, appointed four of its Members a Text Book Committee, namely, the Reverend Doctor McCaul, the Reverend Doctor Ormiston, the Reverend Doctor Barclay, and the Very Reverend H. J. Grasett. Mr. Grasett being absent in Europe during the greater part of the time of the Committee's labours, took but little part in them. The work was chiefly done by Doctors McCaul and Ormiston, and by Doctor Sangster, late Head Master of the Normal School, whom the Committee called in to assist them. Doctor Barclay, who had acquired considerable knowledge of the subject in connection with a Book publishing house in Scotland, rendered considerable assistance.

3. The Committee prosecuted its labours for upwards of a year, from April, 1866, to Midsummer, 1867, when it was announced that the revised series of the Readers would be completed, and given to Publishers in time to be printed by the 1st of January, 1868.

4. But, in August, 1867, Messieurs James Campbell and Son suddenly presented a new series of Readers which they had got partly prepared in Canada, though printed in England, and offered to place them at the disposal of the Council of Public Instruction, and subject to its revision, and, on condition of their adoption, offered to leave the Copyright open to any Publisher in Canada who might be disposed to print and publish them. The Council decided to accept their proposal, upon terms which are stated in the accompanying papers, and the preparation of the new Volumes was referred to the same Committee. The work was prosecuted with such vigour on the part of both the Committee and the Publishers, that the new series of Readers were ready for delivery to the Public at Toronto, in January, 1868; and the Messieurs Campbell had the entire sale of them without any competition during more than a year. And, although the use of the Old Irish National Readers was allowed in the Schools, at the pleasure of Trustees and Parents, during the whole of 1868, the superior attractiveness of the new series of Readers caused their general introduction into the Schools before the end of that year, to the very large profit of the Publishers.

5. For all this work of School Book revision from April, 1866, to the latter part of 1868, no Member of the Council received a penny pecuniary remuneration for his labour; and yet the whole Country was supplied with a revised series of admirable School Readers.

6. The Chief Superintendent did intimate, that on the completion of the new series of School Text Books, and of the Regulations and Programmes under the then anticipated immediate passing of a new School Improvement Act, he would explain to the Government the whole procedure on the part of the Council, and ask for a Parliamentary Appropriation to compensate, at least in part, those who had devoted so much time, experience and labour, in maturing these provisions for the greater efficiency of the Schools. But the expectation thus created has never been realized, from delays in Legislation and other causes; and the labour and skill employed by the Text Book Committee in revising the School Readers from 1866 to 1869 have never been compensated.

7. Early in 1869, Mr. Alfred Dredge, a Toronto Publisher, applied for permission to reprint the new series of Readers, which, (on account of the great haste in which the first edition had to be finally executed and printed in England, where the compilers could not correct the letter press), contained several errors, which were not as favour-

ably received as others. Before the printing of a new Edition of these Readers, it was thought desirable to subject them to a new revision; yet not to such alterations, or amendments as would supersede the use in the Schools of the copies of the old Edition,—it was required that the paging should be the same as before. At this juncture, the Council adopted more formal and general Regulations for securing correct reprints and future publications of School Text Books, and for compensating the labour of the editing and revising such Books, from the printing and sale of which Publishers derived, and continue to derive, so large profits.

The same Committee of revision was continued for this work. This mode of proceeding, the Council conceived best adapted to secure a correct and complete series of uniform Text Books for the Schools, without any charge to the Public Revenue, and without any monopoly in printing and publishing School Books beyond what is necessary to prevent incorrect and inferior Editions of them being imposed upon the Public Schools.

8. The Council has never determined any compensation for any part of the work of the second, any more than of the first, revision of the School Text Books; but, with the concurrence of the Publishers, it has appointed one Arbitrator, and they another, to decide what each of them should pay for the labour of revision,—the advantages of which they were alone so largely reaping. All the Regulations on this subject, together with a copy of the Award of the Arbitrators thus selected, are hereto annexed and herewith enclosed.

9. "You requested that the Council will procure and forward a detailed statement with like particulars of the various sums received under its Regulations, or otherwise, by Authors, Editors, and others in the Public Service, under the Council of Public Instruction, who were concerned in the preparation of the Text Books authorized by the Council, and a report from the Arbitrator appointed by the Government to act in matters of the kind."

In reply, the Council is not aware of any other Arbitrator than that appointed by the Council, in conjunction with the one appointed by the Publishers, nor is it aware of any sums of money paid to persons engaged in the Public Service under the Council for the purposes you state, all the papers on any subject of the kind which have come into possession of the Council, are herewith transmitted.

10. The Council also transmits herewith the copy of a Letter from the Reverend Doctor McCaul, addressed to the Chief Superintendent, explanatory of the mode of proceeding by the Text Book Committee, the mode of Arbitration, and the trivial compensation made here, in comparison with that allowed for labour no greater, and of precisely the same kind under the Irish National Board of Education. For example, two Inspectors, Officers of the Board, were allowed £816 Sterling, while the Secretary of the Text Book Committee here, who is also Clerk of the Council, for doing much work receives no compensation, as the Council has now no means of compensating him, the grant of \$100 per annum to the Recording Clerk having been stopped at the end of 1868.

11. In the preparation, or revision, of School Text Books, the Council has regarded it as a sacred duty to employ the best available talent and experience for that purpose, without regard to the relation of the gentlemen selected for so important a Public Service, whether they were Members of the Council, or Public Teachers, or not.

In every department of Civil Government men have been professedly selected by the Executive for Special Service who were deemed best qualified for it, whether they were engaged in other branches of the Public Service, or not. In our own University College, the Professors of Chemistry, Mathematics, and Natural History have prepared and required the use of their own Text Books, although sold for their own profit.

In the neighbouring States, Professors of many Colleges prepare and require in their Classes the use of their own Text Books. In the Normal Schools there, the Masters prepare not only the Text Books used in their own Classes, but for the Public Schools generally. In all these cases the Compilers, or Revisers of School Text Books have



received compensation for doing so, and no objections have ever been made to their being engaged in the Public Service, or ever having an interest in the sale and use of the Books they had prepared. The Council is convinced that, in the course which it has pursued in this respect, in the revision of School Text Books, it has not only followed the best examples, but has consulted the best interests of our Schools and of the public at large.

12. The Council believes that it has done a valuable, as well as laborious work for the Country in gratuitously devoting so much time on the part of its Members, and for so many years, not only in considering and adopting general Regulations for the Organization, Discipline and Management of the Public Schools, but also in providing from time to time, without a farthing's expense to the Public Revenue, a uniform series of Text Books for the Schools, revised and corrected, and required to be up to a certain standard of quality and mechanical execution at a low price, and free from the extortion and exclusiveness of monopoly. The Council cannot but believe that, for such a work, it has some claims to the gratitude both of the Government and the Public.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.  
TORONTO, 27th March, 1872.

ENCLOSURE: LETTER FROM THE REVEREND DOCTOR MCCAUL, CHAIRMAN OF THE TEXT BOOK COMMITTEE, TO THE REVEREND DOCTOR RYERSON.

I regret that engagements at the College prevented my attendance at the Meeting of the Council of last Friday, when the Letter of the Honourable the Provincial Secretary, of the 8th instant, that you handed to me on Saturday, was read. If I had been present I should have stated verbally what I now communicate in writing.

On the subject specified in the Letter, there is only one on which I can give information from my own knowledge, videlicet:—that which relates to the payment by Publishers of "certain present and certain late Members of the Council." In order that the Council may give, as requested, a detailed statement of the transaction, I must revert to the year 1866. In the month of March of that year, after strong and persistent censures in the Public Papers and elsewhere, of the Readers of the Irish National Series, as unfit for continued use in the Public Schools of the Province, it was at last decided that these Books should be remodelled, or others substituted for them. In accordance with the action of the Commissioners of National Education in Ireland, whose authorized Books had been prepared by Members of that Board, especially Archbishop Whately, Archbishop Murray and the Reverend James Carlisle, some Members of the Council of Public Instruction, the Very Reverend H. J. Grasett, the Reverend Doctor Barclay, the Reverend Doctor Ormiston and myself were requested to undertake the duty of revision of the Readers. To this request I assented, but reluctantly, not merely because I was but an occasional Member of the Council placed there by Law for a specified purpose, but also because my acquiescence involved the laying aside, or abandonment, of other works, on which I was at the time engaged, more congenial to my tastes and more desirable as regarded both literary reputation and pecuniary recompense. The work confided to the Committee was at once commenced, and before a year had elapsed, considerable progress was made. The censured Books had been carefully noted, many other series of School Books, British and American, had been collated, suitable selections from the best Authors had been made, and substitutes for the first three Books, prepared by Doctor Ormiston, had been closely revised in manuscript. Under such circumstances an arrangement was authorized that the new Books would be ready for use in the Schools in January, 1868. In the month of August, however, Messieurs Campbell and Son offered to the Council a Series of Reading Books, that had just been published by them, in such terms that the Council felt that it was their duty, with a view to the public interest, to accept them; but, as the Books did not satisfy them, they required the publication of a new Series, in which the best features of that which had been submitted to them might be incorporated. As



it was necessary to adhere to the time stated in the announcement for the change of Books in the Schools, the preparation of the new Series was immediately appropriated and undertaken, the first three Books being assigned to Doctor Sangster, (in place of Doctor Ormiston, who was at the time in Europe), the fourth to Doctor Barclay, and the fifth to me. By great efforts it was executed in time. In October the manuscripts were sent to Europe, and before the termination of the year, the Books, printed and bound ready for use, reached Toronto. For these labours, extending from March, 1866, to October, 1867, no remuneration has been received by any of the Authors, or Editors, although suitable compensation was held out as an inducement to undertake them.

In April, 1869, a new edition of the Series was deemed advisable, all the Books were carefully amended, the errors that existed in consequence of the necessity for printing without transmission of proofs across the Atlantic were corrected, omissions and additions were made and the whole revision was completed in October. About the time Mr. Alfred Dredge applied for permission to publish the Series, which was granted. Doctor McMichael was appointed Arbitrator by the Council in their behalf, and Mr. J. E. Ellis by Mr. Dredge on his part. Mr. Dredge, however, abandoned his intention to publish, and no meeting of the Arbitrators took place, but Messieurs Campbell and Son retained the services of Mr. J. E. Ellis on their behalf in the Arbitration for payment for the new and revised Edition. Meanwhile Mr. Warwick applied for permission to publish the Series, and was granted permission to do so; and, as there were two Publishers, the payment of the cost of revision was equally divided between them, according to the award stated in Mr. Crombie's Letter to you of the date of the 24th of March, 1871.

No other sum so far as I am aware has been paid by Publishers to any present, or late, Members of the Council, except the amount of \$600 paid to me by Messieurs Campbell and Son for the advanced Reading Book, a Volume which I was requested to prepare, for the use of High Schools, as completing the Series, and the remuneration paid by the same Firm to Doctor Ormiston for the Spelling Book, that he was asked to undertake as a Companion to the Reading Books.

Of the merits of the Series, it is not for me, or any one else who was engaged in the work to speak. I may, however, be permitted to remark that competent judges have expressed their approval of them, as well suited to the circumstances of those for whose use they are intended, and as comparing favourably with any other Books of a similar kind published in Europe, or on this Continent. To this I shall merely add that, even including suitable remuneration for the first Edition, the cost of preparing and revising this Series will fall far below the amount expended by the Commissioners of National Education in Ireland on revision alone, as will appear from the following extract from "The Booksellers," of August, 1868.

It would be some trouble to ascertain the original cost of the Books prepared under the direction of the Commissioners of National Education in Ireland, but the expense must have been very great. Most of the original Series of the National School Readers have been recently revised at the following cost:—

Allowance to two Inspectors as Salaries .....	£816.0.0
Clerk to the Book Committee .....	612.0.0
Engraving and Copyright .....	959.0.0
Printing .....	737.0.0
Books for Extracts .....	120.0.0

Total cost of Revision of the Original Irish National Readers. £3,244.0.0

TORONTO, March 18th, 1872.

JOHN McCaul.

### III. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I yesterday received the Letter of the Council of Public Instruction, dated the 27th ultimo, in reply to my Letter of the 8th ultimo, with reference to payments, or

pecuniary benefits, received, or receivable, by Members of the Council and others. There was annexed to the Letter from the Council a Letter from the Reverend Doctor McCaul, dated the 18th March.

I am further to request that the Council will forward all Correspondence bearing upon the subject of Text Books or proposed Text Books, or the authorization, preparation, revision, or publication of, or compensation in respect of Text Books, or proposed Text Books, from the beginning of 1866 to the present time, and also all Correspondence with the Arbitrator appointed by the Council.

TORONTO, April 2nd, 1872.

I. R. ECKART, Assistant Secretary.

#### IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 2nd instant, requesting me to forward all Correspondence with reference to the authorization, preparation, revision, or publication of, or compensation for Text Books, or proposed Text Books, which has taken place with the Education Office since the year 1866 to the present time.

All the Letters, or Papers, so far as I know, that were ever addressed to me on the subject I laid before the Council of Public Instruction. Copies of these Letters, or Papers, constituting probably a hundred pages, or more, will be transmitted to you by the Council, as soon as they can be transcribed. Copies of my Letters acknowledging the receipt of these Letters and papers will also be transmitted at the same time. Not a penny has ever been paid by this Department, or at its direction, to any person for writing, or revising, any School Text Book, or any other Book whatever. As to myself, I have never received from any source whatever, directly, or indirectly, during my whole life, either in Europe, the United States, or Canada, one farthing for any Book, Pamphlet, Newspaper Communication or other Document that I have ever written, or edited.

TORONTO, 5th April, 1872.

EGERTON RYERSON.

#### V. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledges the receipt of your Letter of the 2nd instant, and desires to state, in reply, that no other award, in relation to any remuneration for revising School Text Books, has taken place than that which has been transmitted to you.

The Regulations in regard to Text Books has been for a long time under the consideration of the Council, and is now in the hands of a Special Committee, to which they have been referred.

The Council has also under consideration the question as to whether the revised School Text Books shall be open to be reprinted by any Printer, or Publisher, who may choose to print them, without the payment of anything whatever for the privilege, except giving the required security that the Books to be reprinted by him shall not be inferior in quality of material (all Canadian), and mechanical execution to the standard copies.

The only Correspondence of the Council which has taken place in relation to "Text Books, or proposed Text Books, or the authorization of Text Books, or the revision, or publication of, or compensation in respect of Text Books, or proposed Text Books, from the beginning of 1866," involving any payment of money from any quarter, is that which has already been transmitted to you. The only other Correspondence relates to certain applications for Publishers, or Book-sellers, and answers thereto. This Correspondence, although very voluminous, has no reference to the payment, or expenditure of money of any kind, or from any quarter, except certain enquiries relating to arbitration. But, if you desire it, that Correspondence will be transcribed as soon as

possible; but, as the Council understands, it cannot be transcribed without additional assistance; in the meantime the originals are at your service, if you desire them.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.  
TORONTO, April 6th, 1872.

## VI. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

With reference to your Communication of the 27th ultimo, I have the honour to transmit herewith a copy of an Order-in-Council, approved of by His Excellency the Lieutenant-Governor, on the 8th day of April, instant.

TORONTO, 11th April, 1872.

I. R. ECKART, Acting Assistant Secretary.

ENCLOSURE: ORDER-IN-COUNCIL APPROVED BY HIS EXCELLENCY THE LIEUTENANT-GOVERNOR,  
ON THE 8TH DAY OF APRIL, 1872.

1. The Committee of Council have had under consideration the Letter of the Provincial Secretary to the Council of Public Instruction of the 8th March last; also its reply to that Letter of the 27th March and its Minutes.

2. By these Documents it appears that the Council, while controlling the authorization, publication, and price of Text Books for the Schools of Ontario, has made arrangements and issued Regulations under which some of its Members have become pecuniarily interested in the preparation of Text Books, and further that, on two occasions, the Council has appointed Members to paid employments in its gift.

3. The Committee, in view of the facts thus disclosed, have read with surprise, the following extract from the Chief Superintendent's Letter to the Provincial Secretary, of the 15th February last,—

"I have also to remark that it has been a principle acted on from the beginning that no person should be a Member of the Council who was subjected to its authority, or in any way interested in any Salaries, or Allowances, it might grant, or recommend, or in any Regulations which it might adopt."

4. The Committee regret to observe that the Members of the Council have, in these proceedings, violated the fundamental principle referred to by the Chief Superintendent, a principle applicable to all persons in positions of trust, and which forbids them so to act as to create a conflict between their interest and their duty. It is the duty of the Council to see that the work is done by the best men in the best manner, to allow no needless alterations, or revisions, and to keep down the cost of the Books, by moderating the charges for preparation and profits of Publishers; but when they sanction the paid employment of themselves, becoming judges in their own cause, they prevent impartial judgment, and make it their interest to promote alterations and revisions, to increase the charges for preparation, and to enlarge the profits of the Publishers, out of which their own remuneration comes.

The Committee advise that your Excellency should direct that no Members of the Council of Public Instruction be pecuniarily interested in the preparation of any Text Book authorized by the Council, or be appointed to any paid employment in its gift.

TORONTO, 8th April, 1872.

J. G. SCOTT, Clerk of the Executive Council.

## VII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour, in further reply to your Letter of the 2nd instant, and in reply to that of the 8th, to transmit herewith the Correspondence with reference to the authorization, preparation, revision, or publication of, or compensation for Text Books, or proposed Text Books which has taken place with the Education Office from the year 1866 to the present time, including the Correspondence with the Arbitrator appointed by the Council of Public Instruction.



As all Correspondence with the Council of Public Instruction is filed in the Education Office, the Letters sent herewith include those addressed to that Body, or written by its direction.

The Correspondence comprises 245 Letters from various persons, and copies of 134 Letters to the several parties, exclusive of a Circular to Head Masters of Grammar Schools also sent herewith. The Letters now sent are specified in eighteen Schedules, and are 379 in all.

It is believed that the Correspondence enclosed contains all that directly bears on the subjects referred to in your Communication, although the subject of Text Books may be incidentally referred to in hundreds of other Letters from all parts of the Country. It is not supposed, however, that these are required to be furnished.

TORONTO, April 25th, 1872.

EGERTON RYERSON.

#### VIII. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith the answer of the Council of Public Instruction to your Letter of the 11th instant, enclosing an Order of the Lieutenant-Governor-in-Council, relative to the revision of Public School Text Books, the appointment of two Members of the Council to paid "employments in its gift," and the remuneration received by certain Members of the Council for the revision of said Text Books.

2. I should not offer any remarks; in transmitting these explanations of the Council, which, I doubt not, will be deemed satisfactory, had not the Order-in-Council, transmitted by you, contained an extract of my Letter addressed to you on the 15th of February, and which is quoted as stating what was inconsistent with the previous proceedings of the Council of Public Instruction.

3. I trust the explanations which are given in the enclosed Communication of the Council of Public Instruction, will entirely remove the impression under which it was supposed that I had laid down, as a fundamental principle, what I knew had not been acted upon by the Council.

4. But I think it due to myself and to other Members of the Council to say, that beyond what was paid to Doctor Ormiston and Professor Young, (paid to them not by the Council of Public Instruction, but by the Provincial Treasurer, pursuant to an Order of the Lieutenant-Governor-in-Council), I was not aware when I wrote my Letter of the 15th of February, that any Member of the Council had received a penny even from any Publisher for revising School Text Books; and I have the best authority for stating the same in respect to the Very Reverend Dean Grasett, the Reverend Doctor Jennings, and the Honourable Mr. McMaster.

5. When your Letter of the 8th March, requesting statements of any payments which had been made for revising School Text Books, was received, I wrote to Mr. E. Crombie, Arbitrator, the following Note, dated March the 11th, 1872:—

For the information of His Excellency the Lieutenant-Governor I will thank you to favour me with copies of any Awards which may have been given, under the Regulations of the Council of Public Instruction, between Authors and Publishers, since your appointment as Arbitrator on behalf of the Council.

When I wrote this Note, I was not aware of any Award which Mr. Crombie, and the other Arbitrator, (Mr. Ellis,) had made on the subject, much less as to the amount paid to different individuals; but when Mr. Marling saw my Letter to Mr. Crombie, he informed me that Mr. Crombie had already, many months before, enclosed me a copy of the Award of the Arbitrators, and at length showed me the Letter which Mr. Crombie had addressed to me, in the previous March, enclosing a copy of his and his fellow Arbitrator's Award. This Letter of Mr. Crombie's, with enclosure, was received when I was absent from the City. On my return, after two weeks' absence, this Letter of Mr. Crombie, and a mass of other Letters were on my desk; and as I was informed that all had been answered which required it, I never read them, but put them aside to be

filed in the usual way; and thus had no personal knowledge of the contents of Mr. Crombie's Note, and of the Award which accompanied it, until March of the current year. At the first Meeting of the Council, on the 15th of March, after I saw Mr. Crombie's Note and the Award enclosed with it, I laid them before the Council, as I should have done a year before, had I been aware of their contents. It was not until then, that the Members of the Council above named, learned the nature of the Award which had been made.

6. It is also to be observed, that the first Publishers of the revised School Text Books have seemed anxious to pay as large an amount as could be justified, (when they understood that any succeeding Publisher would have to pay a like sum, or pay them proportionally what they had advanced), in order to retain as long as possible the exclusive sale of the Books, by preventing another Publisher from undertaking the printing and sale of the Books, and thus accomplish to a certain extent, if not completely, what certain Publishers and Newspapers in their interests have so long contended for, namely, the monopoly of the publication and sale of School Books, beyond all comparison the most certain and most profitable branch of the Book Trade, as may be conceived from the fact, as is believed, that hundreds of thousands of copies of the revised School Text Books have already been sold by one Publisher alone.

7. Having recently been made aware of this policy on the part of certain School Book Publishers, (one of whom at least is said to have paid considerable sums to Editors of the Books, without any interposition of Arbitrators, and without the knowledge of the Council, or myself), I have submitted to the Council, what is averred by the Council in the concluding part of the Letter herewith transmitted, that no future Publisher of any of the authorized Text Books shall be liable to pay anything for the privilege of publishing such Books.

8. Nothing, therefore, can be more untrue and unjust than a Newspaper statement, that the Council was levying blackmail on School Book Publishers, the reverse of which is the fact, so far as the attempt has been partially successful to convert the system of arbitration into a means of perpetuating, in the hands of certain Publishers, the monopoly of the publishing and sale of School Text Books, and thus to defeat the free trade in such Books for which I have ever contended, and which we succeeded in establishing, without interruption, or limitation, from 1846 to 1868, and which I trust will henceforth be effectually secured, with the protection and assistance of the Government, as indicated in the Order-in-Council enclosed in your Letter of the 11th instant.

9. But I think it right to state in conclusion, on this tedious and painful subject, the origin and causes of the measure of arbitration which has been made the ground of so much misrepresentation and so many attacks upon the Council.

It is truly said in the fifth particular of the thirteenth paragraph of the enclosed Communication of the Council, that,—

In making this selection of its own Members, the Council felt the less difficulty, as the remuneration for discharging this duty was in no wise to be determined or recommended by it, or by them, but was to be the subject of the arrangement between the Government and the Chief Superintendent; and the Council, whilst referring to this topic, desires to add, that it has reason to believe that if this arrangement had been effected, it would have been accepted by all concerned as final.

10. At the time when the revision of the School Readers was undertaken, I had laid the original draft of Bills which formed the basis of the School Act of 1871, before the Government, and expected to have got them passed two years before I succeeded in getting them, in a modified form, passed through the Legislature. I contemplated and stated, (as has since been done), the revision of the Courses of Study, and all the Regulations for the Government, Discipline and more complete Organization of the Schools; and I stated to the Council, that when these Regulations, (to be prepared and considered after the passing of the School Bills), and the revision of the School Books should be completed, I would lay the whole matter before the Government and ask for a Parliamentary Appropriation to remunerate those unsalaried Members of the Council

for the labours they should give to the work. At that time, and when the work of revising the School Books was first undertaken, it was not expected, or intended, that any Publisher should pay a farthing for the editorship of the School Books; but the unexpected proposal of Mr. James Campbell with a series of Text Books already prepared, and the subsequent delay and dark prospect of getting the School Bill passed, changed the whole aspect of things; and I believe the Gentlemen who had undertaken and nearly completed the revision of the Books, doubted whether the Government, in such circumstances, would do much towards remunerating them for their labours, and proposed the adoption of Regulations by which the Publishers should pay for the revision of the Books, not according to the judgment of the Council, but according to the decision of Arbitrators selected equally by the Council and the Publishers; giving, in return to the Publishers, (thus paying for the revision of the Books), the right of the exclusive printing and sale of them for one year, at prices not exceeding those stipulated, and which were no advance on the previous prices of such Books. I felt, as I more than once said to the Council, that I was the only salaried Member of it, and that, while my time and strength belonged to the Public, without any additional remuneration for any labour which I might perform in promoting the School System, it was not so with other Members of the Council, and especially with those who performed such services and important labours as editing, or revising, School Text Books.

I confess I had then little hope of obtaining from the Government, or Legislature, any remuneration, much less adequate remuneration for such labours; and I sympathized with those who had performed them, and acquiesced in the Regulations by which they received some remuneration for their services, including, however, only one Member of the Council as it now exists.

11. I submit that the Council has been as severely treated as it has been painfully situated. It was abused from various quarters for not improving the Text Books for the Public Schools; it adopted, what all must admit, the most efficient and the most economical means in its power to improve the Text Books; and it is now assailed because certain of its otherwise unremunerated Members received some recompense for their labours in revising and thus improving these Text Books.

12. If the Government does not approve of the manner in which some remuneration was made to three Members of the Council, the Reverend Doctor McCaul, Reverend Doctor Ormiston and the Reverend Doctor Barclay, for their labours, I am persuaded they will readily return to the Publishers the money they have received from them, if the Government will consent to assume the remuneration of them for the services they have confessedly rendered to the Public Schools by revising the Text Books.

TORONTO, April 29th, 1872.

EGERTON RYERSON.

#### IX. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

1. The Council of Public Instruction acknowledges the receipt of your Letter of the 11th instant, transmitting a copy of an Order-in-Council, approved of by His Excellency the Lieutenant-Governor, the 8th instant.

2. The Council desires to remark, in reply, that the principles set forth in said Order-in-Council, and the directions of His Excellency will be carefully observed in regard to the future preparation and publication of School Text Books for the Public Schools.

3. The Chief Superintendent read to the Council the draft of his Letter addressed to you on the 15th of February, from which an extract is made in the Order-in-Council transmitted by you, to the effect, "that it has been a principle acted on from the beginning, that no person should be a Member of the Council who was subjected to its authority, or in any way interested in any salaries, or allowances it might grant, or recommend, or in Regulations which it might adopt.



4. In the Order-in-Council transmitted by you, it is stated that the principle of the foregoing extract has been violated by the appointment on "two occasions of Members of the Council to paid employments in its gift."

The Members appointed to paid employments in the gift of the Council, are the Reverend Doctor Ormiston and the Reverend G. P. Young, M.A.

5. The Council submits, that it would not be just to impute to either of these Gentlemen the making of Regulations for his own emolument, and the Council submits the following statement of facts, as showing that the imputation involved in the words of the Order-in-Council referred to, is founded in mistake:—Doctor Ormiston, after having been a Master in the Normal School, and Inspector of Grammar Schools during several years, resigned both offices; after which, in July, 1866, he was appointed Member of the Council of Public Instruction, in place of Mr. James S. Howard, deceased. Doctor Ormiston had resigned his Mastership in the Normal School as early as 1862, when he was appointed Examiner of the Students in the Normal School, in connection with the Masters, with the allowance of \$50 per annum, for attending two Examinations, each extending over several days, besides assisting to prepare the Examination Papers. When he was appointed a Member of the Council he requested to be relieved of the duties of Examiner, but, as much was said, in some of the Public Newspapers at the time, about the Students being examined by, and receiving Certificates on the recommendation of their own Teachers alone, it was deemed expedient to have the Council represented by a Gentleman thoroughly conversant with the course and subjects of instruction in the Normal School, to be associated with them, and a Minute was adopted on the 28th of December, 1868, appointing Doctor Ormiston "as Representative of the Council at the Examination of the Students in the Normal School, at the close of each (half-yearly) Session, and that the same allowance be made for this service as he has hitherto received.

6. This sum was not paid by the Council, but certified by the Chief Superintendent to the Provincial Treasurer, as payable to Doctor Ormiston for services specified, and was paid by the Treasurer, and so stated in the Public Accounts. Thus Doctor Ormiston had nothing to do with making the Regulations under which he acted, but was requested to represent the Council in a particular service, which had been created before he was a Member, and for which service, on the recommendation of the Council, the Government paid Doctor Ormiston at the rate of \$25 for assisting to prepare the Examination Papers and to conduct the examination of Students in all the subjects taught to all the Classes in the Normal School, while some Professors in University College have been paid from year to year \$80 each, for assisting in Examinations in one subject only, and that, under a Statute passed by the Senate of which they were Members, and in regard to which no objection has ever been made by the Government.

7. The Council submits, therefore, that the principle stated in the Letter of the Chief Superintendent, and in which the Council fully concurs, has not been departed from, when it is considered that Doctor Ormiston was appointed to represent the Council, so as to secure the carrying into full effect the intentions of the Council, without favour, or partiality, in the examination of Normal School Students, and to place the fairness and thoroughness of such examinations above all possible objection, or suspicion, and when it is also considered, that Doctor Ormiston received the paltry sum of \$25 for several days' tedious and difficult labour, a sum small as it was, which was not even then paid by the Council, but paid by the Provincial Treasurer, pursuant to an Order of the Lieutenant-Governor-in-Council.

8. In regard to Professor Young, he was requested and appointed to succeed Doctor Ormiston in preparing the Examination Papers and in conducting the Examinations, but the Council neither gave nor recommended any remuneration to Professor Young for his services. A Statement of those services, in connection with the services of the other two Examiners appointed by the Council, as authorized by Law, was made by the Chief Superintendent, in a Letter addressed to the Honourable the Provincial Treasurer, dated September the 7th, 1871, and the Government authorized the payment

to Mr. Young of whatever remuneration he has received while a Member of the Council, and, of course, without even the knowledge of the Council.

9. Only one Member of the Council, as it now exists, has ever received a farthing from any source whatever for his services as such, and for any service that he has performed by appointment of the Council; and the Reverend Doctor McCaul has stated in his Letter, addressed to the Chief Superintendent, dated on the 18th of March, and transmitted to you in connection with the Letter of this Council of the 27th of March, explaining the remuneration which he received for his services in revising the School Text Books in 1869, and the circumstances under which he received it. Even Doctor McCaul has received nothing from the Council; he was paid by the Publisher concerned under an Award.

10. As to the revision of the School Text Books, the Council has endeavoured to have the work done by the best men. It resisted all alterations, or revisions, in the Text Books from 1846 to 1866, during which time, (by virtue of arrangements made in 1846 with the Irish National Board of Education), the prices of Text Books were as much reduced as their quality was improved. Not even then did the Council consent to alter, or revise, the Text Books until compelled to do so by an agitation got up against the Irish National Text Books, as explained in the Letter of the Council to you dated on the 27th of March.

11. The Council submits that it cannot be justly suspected of sanctioning "needless alterations, or revisions, of School Text Books, when it has sanctioned only one such revision in twenty-six years, with the exception of Arithmetics having been revised, or changed twice, once on account of the introduction of the decimal currency, and the Grammars, in which two changes have taken place, in order to reduce the number from four, once in use, to two alone, now in use.

12. But, as the Order-in-Council transmitted by you seems to indicate dissatisfaction with the mode of proceeding on the part of this Council in revising the School Text Books, the Council will recapitulate more minutely than heretofore, the method it adopted in order to secure the proper revision and preparation of the School Readers, the only Text Books included in the revision referred to.

13. The Council in consenting to select four of its Members as a Committee to prepare Reading Books for the use of the Public Schools of Ontario was influenced by the following considerations:—

(1) Their fitness as regarded ability and attainments would be admitted, and they were known to be familiar with the Educational System of the Province.

(2) No just imputation will be made against them on National, or Religious, grounds, as they represented, not merely the Universities of England, Ireland, Scotland and Canada of which respectively they were Graduates, but also different Denominations of Christians.

(3) Three of them were well acquainted with the publication of Books, and two of them, from experience as successful Teachers, might justly be regarded as the Representatives of our Grammar and Common Schools.

(4) Such a choice of its own Members seemed to be justified by a similar selection for a similar purpose in the National Board of Education for Ireland, and by the usage in the Governing Bodies of Universities, or Colleges, both Imperial and Colonial, Members of which have occasionally been appointed by their Colleagues to prepare Text Books for use in their respective Institutions, or have themselves published works, (in which they were pecuniarily interested), that have been authorized by the Bodies of which they were Members.

(5) In making this selection from its own Members, the Council felt the less difficulty, as the remuneration for discharging this duty was in no wise to be determined, or recommended by it, or by them, but was understood as intended to be the subject of arrangement between the Government and the Chief Superintendent; and the Council, whilst referring to this topic, desires to add that it has reason to believe



that, if this arrangement had been effected, it would have been accepted by all concerned as final.

14. The Council will now proceed to state the grounds on which it adopted the Resolution regarding Authors, Editors and Publishers.

(1) It regarded as its first duty the making provision for the interests of the public, by supplying good Text Books, well printed, well bound, on good paper, and at moderate price, and this it tried to secure by the Bonds of the Publishers, by its own examination of the Books, and by its approval, or disapproval, of the price, in these respects the Council is of opinion that its efforts have been successful.

(2) It also regarded it as a duty not to overlook the claims of Provincial Industry and Manufactures, but to encourage them, and, accordingly, it prescribed that all authorized Text Books published here shall be printed and bound in Canada, and that Canadian paper shall be used. In these respects, also, although the enforcement of the Regulation has been attended with some drawbacks, the Council believes that it has succeeded.

(3) Nor were the interests of the Publishers neglected, for provision was made that they should have at least one year's exclusive sale of each of their authorized Books. This Regulation, however, the Council feels bound to say, has not given the satisfaction that was expected, and the Publishers have claimed the extension of the time to five years as necessary for adequate remuneration, which claim, however, has not been assented to on the part of the Council.

(4) The great difficulty which the Council had to meet, in framing the Regulations, was to make suitable provision for the recompense of the Authors, or Editors, as the value of their copyrights was most injuriously affected by the restriction of its continuance from the legal period formerly fixed at twenty-one years, and now extended to forty-two, to, at most, two, or three, years.

With a view to remedy this evil, which it was represented, would wholly destroy Canadian Authorship of School Books, and which had already bad affects, the Council adopted the Regulations that no extension of time should be granted to any Publisher, nor that any new, or revised, edition should be sanctioned without payment to the Authors, or Editors, the amount of such payment to be determined by Arbitrators, one to be appointed by the Council of Public Instruction, as representing both the Public and the Authors, or Editors, and another representing the Publisher. Subsequently, the Council took into consideration some amendments, suggested by the working of the Regulations, and brought under its notice last October, whereby the Arbitrators were to determine to whom this amount, if any, shall be paid, either wholly, or partly, whether to the Authors, or Editors, or the Publishers, or to both.

15. The Council begs to state that the work which was undertaken at its request has been for some time completed. The Books are at present in use in the Schools, and seem to give general satisfaction as regards their contents, their mechanical executions, and their price. The revision which has taken place, and which was rendered necessary chiefly by the circumstances, that the proofs of the original edition that was printed in Europe, had not been transmitted for correction, is regarded as final, and consequently no addition can possibly be made to the price arising from any future remuneration of Editors, whilst the sum that has already been awarded to them by arbitration, if divided amongst the number purchased by the public, amounts to but a small fraction of one cent per Book and this fraction will constantly diminish as the circulation continues and extends.

16. The Council proposed not to make, or sanction, any alteration, or revision, in any of the authorized School Text Books published under its authority without some publicly proved necessity for the alteration, or revision, and then to submit for the consideration and approval of the Government the means for making any proposed alteration, or revision, of any such authorized School Text Books, or Book.

17. In conclusion the Council trusts, that the foregoing explanations will satisfy His Excellency-in-Council, that the Council of Public Instruction has not appointed



any of its "Members to paid employments in its gift;" that, in the only two instances in which this Council has appointed its Members to special services on its behalf, the remuneration allowed them for such services was not under the control of the Council, but was submitted to, sanctioned, and paid by the Government. The Council also trusts that His Excellency-in-Council will be of opinion, on reviewing the explanations given in this, and preceding, Communications, that this Council has made no "needless changes, or revisions" of the School Text Books for the profit of its Members; that, in the only revision of the Text Books which has taken place during twenty-six years, this Council was compelled by public pressure to submit to the work of revision, and that, in doing so, the Council adopted the most efficient and economical course then in its power to perform it. This Council likewise trust that the course which it proposes to pursue on the future possible alteration, or revision, of School Text Books, will be considered as in entire harmony with the Order-in-Council which you have communicated with your Letter of the 11th instant, and the declarations of the Chief Superintendent on the subject which is quoted in the Order-in-Council.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 29th April, 1872.

## CHAPTER XXII.

### THE RULES AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION IN REGARD TO TEXT BOOKS, 1872.

#### I. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

I am commanded to call the attention of the Council of Public Instruction to the list of Text Books to be used in the Public Schools, and the note at its head in these words:—"In the following list some Books are prescribed, and others are recommended. The use of the Books recommended is discretionary with the respective Public School Boards." I am directed to ask that the Council will refer me to the Statutory Authority under which, while recommending the use of some Books, as to the use of which there is discretionary power, the use of others is prescribed without any such discretionary power.

2. I am to request that the Council will forward to me, with the least possible delay, copies of any Rules, Regulations, or Notifications, as to Text Books in force at the time of the passing of the Consolidated School Act, and of all Rules, Regulations, or Notifications, as to the Text Books, or lists of Text Books, issued since the passing of that Act.

You will be good enough to lay this Letter before the Council of Public Instruction at its next Meeting.

TORONTO, March 13th, 1872.

PETER GOW, Secretary.

#### II. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledges the receipt of your Letter of the 13th instant, calling the attention of the Council to the list of Text Books used in the Public Schools, and the Note at its head in these words:—"In the following list some Books are prescribed and others are recommended. The use of the Books recommended is discretionary with the respective School Boards. I am, (you continue), directed to ask that the Council will refer me to the Statutory Authority under which, while recommending the use of some Books, in the use of which there is discretionary power, the use of others is prescribed, without any such discretionary power."

2. In reply, the Council has first to direct attention to the terms and phrases employed in the School Law as to the authority of the Council and the obligations of Local School Authorities in respect to the Text Books to be used in the Public Schools. In the Consolidated School Act, 22nd Victoria, Chapter 64, Section 106, Clause 13, it is made the duty of the Chief Superintendent:—"To submit to the Council of Public Instruction all Books, or Manuscripts, which, with the view of the recommendation, or sanction, of the Council, for their introduction as Text Books, or Library Books, are placed in his hands, etcetera. The 119th Section, Clause 5, of the same Act, makes it the duty of the Council to examine and, at its discretion, recommend, or disapprove of Text Books for the use of Schools, or Books for Schol Libraries." Section 98, Clause 3 of the same Act, makes it the duty of each County Board of Public Instruction to select, (if deemed expedient), from a list of Text Books recommended, or authorized by the Council of Public Instruction, such Books as they may think best adapted to the Common Schools of the Country, and to ascertain and recommend the best facilities for procuring them. Section 79, Clause 15, of the same Act, makes it the duty of each Board of Trustees in a City, Town, or Village, to see that all the Pupils in the School are duly supplied with a uniform series of authorized Text Books, etcetera. Section 27, Clause 18, of the same Act, makes it the duty of Trustees of Rural Schools, to see that no unauthorized Books are used in the Schools, and that the Pupils are duly supplied with a uniform series of authorized Text Books, sanctioned and recommended by the Council of Public Instruction. The 128th Section of the same Act provides against the use of any foreign Books in the English branches of Education without the express permission of the Council, and forbids the payment of any portions of the Legislative School Grant in aid of any Public School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval. The 79th Section, Clause 16, of the same Act, requires Public Schools to be conducted according to authorized Regulations; again the 13th Section of the Act, 34th Victoria, Chapter 33, enacts, that "It shall be the duty of the Council of Public Instruction, by the training of Teachers, the Programme of Studies, the selection of Text Books, and special Regulations, to provide for teaching in the Public Schools the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture." The 37th Section of the same Statute enacts, that "No Public, or High, School shall be entitled to share in the Fund applicable to it unless it is conducted according to the Regulations provided by Law." As expressing the design of all these requirements of the School Acts, it is provided in the original School Act of 1850, and afterwards consolidated into the Act, 22nd Victoria, Chapter 64, Section 106, Clause 10, that the Chief Superintendent shall use his best endeavours to provide and recommend the use of uniform and approved Text Books in the Schools generally.

3. From these several clauses of the Statutes, three things appear evident:—  
1. That the Legislature intended a uniform series of Text Books to be used in all of the Public Schools. 2nd. That, as, for such a purpose, some one Body must be invested with authority to select such uniform series of Text Books for the Schools, the Council of Public Instruction has been invested with that authority, and its selection of Text Books forms part of its Regulations for the Organization and Management of the Schools. 3rd. That the use of the Books thus selected, is required in the Schools on pain of their not being entitled to any portion of the School Grant.

4. The terms employed in the Statutes investing the Council with such authority can be of little importance, since the authority itself is evident beyond a doubt, and the duty to act in accordance with its Regulations, obligatory on the part of local School Managers. The single term "prescribe" is used in the High School Act, but in the Public School Act, the terms, "selection," "sanction," "recommended," "disapproval," "authorized," "unauthorized," are severally employed. The option given to Local Boards of School Trustees to make a selection from Text Books from those recommended, or authorized, indicate a difference in the use of the terms.

The Council has generally used the word "authorize" in the sense of prescribing, and the word "recommend" in the sense of permitting and advising. That the Council has been invested by Law, with the higher authority, there can be no question; and, as the greater includes the less, there can be as little question that it possesses the lower authority. And this distinction, before its use by the Council of Public Instruction, had long been observed by the Irish National Board of Education in Dublin, whose example we have followed, and by whose labour we have been greatly benefited in many ways.

Your second request is, that the Council will forward to you, with the least possible delay, copies of any Rules, Regulations, or Notifications, as to Text Books in force at the time of the passing of the Consolidated Act, and of all Rules, Regulations and Notifications as to Text Books, or lists of Text Books, issued since the passing of that Act.

In reply the Council herewith transmits the information you desire. The Council, however, deems it proper to remark, that formerly as many and various Books were used in the Schools, the Council desired to cause as little inconvenience and expense as possible in superseding them, and, therefore, retained some of such Books, as most used and least objectionable, on the list of authorized and permitted Text Books, simply recommending better ones in their place. At length, the Council began to prune and reduce the number of both authorized and permitted Text Books; and the Council has, at length, reduced them to as small a number as possible, so as not to exclude, or omit, any subject prescribed by Law to be taught in the Public Schools.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, March 20th, 1872.

### III. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith the reply of the Council of Public Instruction to your Letter of the 13th instant.

2. It will be seen by the Minutes of the Council, (then called Board of Education), that as early as 1846, the important subject of a uniform series of Text Books for the Schools, (provided for by the School Act of that year, and again by the School Act of 1850), was taken up and the foundation of our present system laid.

3. For a history of all the steps taken from 1846 to 1853, (before the consolidation of the School Law, I refer you to an official Report which was laid before the Legislature in May, 1858,\* a copy of which I annex to, and transmit with this Letter. One part of the Report relates to the Separate School Law, (page 9-18), and another part of it refers to the measure adopted to provide Books for Public Libraries in Upper Canada, (page 33-76); and another, the second part, states the "Measures adopted to introduce into the Public Schools of Upper Canada uniformity of Text Books and to supply the Schools with the same," (page 18-33). This part of the Report relates to the historical part of the subject of your inquiries, before the consolidation of the School Law; and it shows the measure I took, as well as those adopted by the Council of Public Instruction, from 1846 until after 1850, to accomplish the then avowed wishes of the Legislature, in regard to a uniform series of Text Books for the Schools.

TORONTO, March 22nd, 1872.

EGERTON RYERSON.

\* See Chapter XXVII. of the Thirteenth Volume of this Documentary History.



## CHAPTER XXIII.

OBJECTION BY THE GOVERNMENT TO A TEACHER OF THE  
NORMAL SCHOOL ACTING AS A COUNTY EXAMINER.

## I. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

It has been represented to the Government that a Master of the Normal School has been appointed by the School Trustees of Toronto, a Member of the Board of Examiners of Teachers in the City of Toronto. I am to enquire whether this Gentleman has the permission of the Council of Public Instruction to accept the office of Examiner.

TORONTO, May 22nd, 1872.

PETER GOW, Secretary

## II. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 22nd instant, stating that "it has been represented to the Government that a Master of the Normal School has been appointed by the School Trustees of the City of Toronto a Member of the Board of Examiners of Teachers in the City of Toronto, and enquiring whether this Gentleman has the permission of the Council of Public Instruction to accept the office of Examiner.

In reply the Council has been informed that there has been no examination of Teachers held for the City at all, and are not aware of any appointment of Examiner, at least during the last half year, and it is understood that it is not intended to hold any. There being so few Candidates for the City, it has been, the Council understand, not thought advisable to incur the expense of an Examination for the City, but to let the two or three Candidates go before the York County Board of Examiners, whose Examinations were held in the City.

The Council has, however, been informed, (although not officially), that the Municipal Council of the County of York has, in connection with the two County Inspectors, appointed on the County Board of Examiners not only Mr. James L. Hughes, a Common School Teacher, and was Head Master of the Markham High School, and Mr. R. W. Doan, who holds a First Class Certificate from the Normal School, and who, for years, has been Head Master of the Aurora Public School, but also Doctor James Carlyle, who had charge of the Boys' Model School during twelve years, and is now Mathematical Master of the Normal School, a man probably not excelled in the Province for his experience, ability and qualifications as Examiner of Candidates for Certificates of Qualifications as Teachers. Three things are also to be observed in respect to the County Board Examinations:—1. These Boards do not prepare the Examination Papers, which are prepared and the value of the questions stated by a Central Committee, consisting of Professor Young of University College, and the two Inspectors of High Schools, and are the same in every County in the Province, and the same for Normal School Students as for other Candidates. The Examinations take place about the middle of July, during the Vacation of the Public Schools of all kinds, and the duties of the Masters of the Normal, or High, or Public, Schools cannot be interfered with by discharging the duties of Examiner on any County Board, and there can, of course, be no more objection to a Master of the Normal School than a Master of a High, or Public, School, acting as Examiners. 3. No permission in any such case has been asked of, or granted by the Council of Public Instruction, as it seems not to have been thought necessary. There being no Examinations for Certificates this year in the Normal School, the Council having no authority to grant Second and Third Class Certificates, the Students in the Normal School, (with their Certificates of attendance, deportment and standing as to teaching in the Model Schools of the Normal

School), go before the Examining Boards of their respective Counties, as do other Candidates for legal Certificates, and not more before the Examining Board of York than before the Boards of other Counties.

The Examination Papers for First Class Certificates, with the Answers of Candidates are returned by each County Board to the Education Department for the inspection and decision of the Council of Public Instruction, through the Central Committee of Examiners. It, therefore, makes no difference to the Candidate as to who of the County Board may preside at such Examination.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.

TORONTO, 31st May, 1872.

### III. THE PROVINCIAL SECRETARY TO THE COUNCIL OF PUBLIC INSTRUCTION.

With reference to your Letter from the Council of Public Instruction of the 31st ultimo, upon the subject of the appointment of a Master of the Normal School, as one of the Board of Examiners of Teachers for the County of York, I am to state that the Government disapproves of any Master of the Normal School as one of the Board of Examiners of Teachers for the County of York. I am to state that the Government disapproves of any Master of the Normal School holding the office of Examiner of Teachers under the existing system.

I am to request that the Council will signify to the Master in question the view of the Government on this subject, and will take steps to prevent his acting as Examiner.

TORONTO, 6th June, 1872.

PETER GOW, Secretary.

### IV. THE COUNCIL OF PUBLIC INSTRUCTION TO THE PROVINCIAL SECRETARY.

The Council of Public Instruction acknowledge the receipt of your Letter of the 6th instant, stating that the Government "disapproves of any Master in the Normal School holding the office of Examiner of the Teachers under the existing system, and requesting that the Council will signify to the Master in question the view of the Government on this subject, and will take care to prevent his acting as Examiner."

The Chief Superintendent promptly attended to the directions of the Government and anticipated any further proceedings of the Council on the subject, by addressing to Doctor Carlyle a Letter on the subject.

The Council of Public Instruction will, of course, obey the orders of the Government on this, as on other subjects; but the Council deem it their duty, at the same time to submit to the Government that there is no such stigma of disqualification in regard to any First Class Teacher of a High, or Public, School, in Ontario, although in these Schools more than nine-tenths of the Teachers throughout the Province receive their preliminary training and preparation for Examinations for Certificates of Qualification. In nearly every High School there are Pupils who are specially preparing to become Teachers, and, in nearly every County, the County Council selects the Head Master of the High School as one of the Board of Examiners. The Municipal Council of the County of York only exercised a discretionary power in appointing one of the Masters of the Normal School, which the Municipal Councils of other Counties exercise, in appointing Head Masters of High Schools as Members of Boards of Examiners.

The County Council of York would, it is presumed, not have supposed that its appointment of a Master of the Normal School as Examiner would have been objected to by the Government, any more than the appointment of a Master of a High, or other Public, School, and especially as shown in our Letter to you of the 30th of May, when the Examinations of Teachers take place during the Vacations of both the Normal and other Public Schools and cannot, therefore, interfere with the ordinary duties of Masters of either the Normal, or High, Schools.

The Council desire also to observe, that no such prohibitory disqualifications rest upon Normal School Masters as Examiners of Teachers in the neighbouring United States; on the contrary, in the latest and most complete School System organizations, the Masters of Normal Schools are placed at the Head of the Profession as Examiners to the State of Pennsylvania, which has made provision for twelve State Normal Schools, and where four are already in operation, the official Report says:—"The Normal School Board of Examiners have power to grant State Certificates, good everywhere in the State and unlimited as to time, to Graduates of Normal Schools of two years' standing, who come before them fully recommended, as good Teachers, by the proper Officers. A similar Certificate is given to practical Teachers who pass the prescribed examination.

In the State of Illinois, the Law enacts that "The State Superintendent of Public Instruction is hereby authorized to grant State Certificates to such Teachers as may be found worthy to receive them, which shall be of perpetual validity in every County and School District in the State. But State Certificates shall only be granted on Public Examination, of which due notice shall be given, in such branches, and upon such terms, and by such Examiners as the State Superintendent and the Principal of the Normal School may prescribe.

It will, therefore, be seen that the Council of Public Instruction and the County Council of York had influential examples of the course which they have pursued, apart from any other consideration on the subject.

ALEXANDER MARLING, Clerk of the Council of Public Instruction.  
TORONTO, June 28th, 1872.

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## CHAPTER XXIV.

### REPORT OF THE INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, 1871.

This Institution, erected by the Government in Belleville in 1870, was opened in November, 1870, with some ceremony, by the Lieutenant-Governor, the Honourable W. P. Howland, the Honourable Attorney-General being J. S. Macdonald.

From the First Annual Report of the Institution we find that the staff of Teachers numbers eight, exclusive of the Principal, W. J. Palmer, M.A., Ph.D., and that there were in the Institution on the 30th September last, 107 Pupils, 54 of these being supported by Parents, or Guardians, 45 supported by Municipalities, and eight by the Province as Orphans, having neither Parents nor Guardians. We also find that from the best authority available to the Principal there are 250 Deaf Mutes in the Province who have not yet been entered as Pupils.

An opportunity being offered for the education of this unfortunate class of our fellow subjects, it would be well that their friends should make an effort to bring them under the excellent training to be obtained in such an Institution. It may be that the public are not fully aware of its advantages, or the mode of obtaining entrance. We therefore append the Rules bearing on the admission and discharge of Pupils. The Rules in the By-law are as follows:—

I. All Deaf Mute youths of both sexes between the ages of seven and nineteen, not being deficient in intellect, and free from contagious disease, being residents of the Province of Ontario, shall be admitted into the Institution.

II. The period of education and instruction for any Pupil shall not exceed seven years, and no Pupil shall remain in the Institution after the age of twenty-one, unless under special circumstances, discretionary power in this respect to be vested in the Inspector and Principal.



III. The regular annual School Session shall commence on the first Wednesday in September, each year, and shall continue until the last Wednesday in June, and applications for admission must be made in good time to ensure the Pupil's reception at the commencement of the Session.

IV. Education as well as instruction in such Mechanical Manual employments as may be inaugurated in the Institution, including Books, Stationery, Maps, and all School Appliances, together with bed, bedding, towels, and general maintenance (excepting only wearing apparel and food), to be free to all youths specified in Section II of this By-law.

V. Parents, Guardians, or Friends, who are able to pay for the board of Pupils, to be determined and fixed at the beginning of each Session, half of which amount shall be paid in advance, and the other half before the close of the Session.

VI. The cost of board for the opening Session is hereby fixed at the rate of six dollars per month, commencing from the date of admission of the Pupil, and no deduction will be made from this charge in consequence of absence, or any other cause whatever, except sickness.

VII. Parents, Guardians or Friends, who are unable to pay the above amount for the board of Pupils, shall apply to the Councils of the County, Township, City, Town, or incorporated Village in which they reside, and the Clerk of the Municipality shall make application to the Inspector, or Principal, for the admission of such Pupils into the Institution; and the admission will be awarded on the Municipality becoming responsible for board, in accordance with terms stated in Section IV and V. The whole question in respect to the inability of the applicants to pay to be determined by such Municipality, without reference to the Government, or the Officers of the Institution.

VIII. Parents, Guardians or Friends, who are able to pay for the board of Pupils, will make direct application to the Principal for admission into the Institution.

IX. Indigent children, without Parents, to be boarded, clothed and educated at the expense of the Government, on the application for admission of the Municipal Corporation in which the Orphan resides, with the Certificate of the Warden, Reeve or Mayor, and the County Judge, attached. Travelling expenses of such Pupils, to and from the Institution, to be defrayed by such Municipality.

X. Pupils residing out of the Province may be received into the Institution, and entitled to all its benefits, at the rate of \$125 per annum, payable semi-annually in advance for board, lodging and education, provided there is vacant accommodation.

XI. It is required that the Pupils sent to the Institution shall be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort.

The name of the Boy, or Girl, to be written on each article with permanent marking ink.

XII. The Vacation will commence on the last Wednesday in June, and end on the first Wednesday in September, during which time every Pupil must be removed to his, or her, home, or place of abode

XIII. All travelling expenses of Pupils to or from the Institution, whether at Vacation, or in consequence of serious sickness, must be defrayed by the Parent, Guardian, Friend, or Municipality sending such Pupil.

XIV. It is further required, that in case of serious sickness, death, misconduct, or deficiency in intellect, that the Pupil shall at once be removed from the Institution.

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## CHAPTER XXV.

ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE  
FOR THE YEAR ENDED 31 DECEMBER, 1872.

The College Council have the honour to present their Annual Report, for the year ended December the 31st, 1872.

*Graduates.*—The following Degrees were conferred by the University of Toronto, on Students matriculated in Arts of this College:—

LL.B., 12; LL.D., 1; M.B., 13; M.D., 7; B.A., 146; M.A., 142.

*Students.*—At the Annual Convocation in October, 1872, 50 Students were admitted to this College, of whom three were admitted "*ad eundem statum*," from Albert College, Belleville; 33 as Matriculated Students in Arts; 1 in Civil Engineering; 1 in Agriculture, and 12 as Matriculants in Arts.

During the Academic Year 1871-72, 257 Students were attending Lectures in this College, of whom 130 were matriculated in Arts; 1 in Civil Engineering; 1 in Agriculture, and 111 occasional Students. The remaining 14 were Matriculants in Arts.

Toronto, June, 1873.

JOHN McCaul, Principal.

NOTE. The Report of the Senate of the University of Toronto not being available, after inquiry being made for it, is not inserted.

## CHAPTER XXVI.

## REPORT OF THE SCHOOL OF TECHNOLOGY, 1872.

*To the Honourable the Provincial Secretary:—*

I have the honour to make the following Report of the progress of the School of Technology during the year that has just closed:—

The School was opened on the 6th of May, 1872, and Lectures were given on each week evening, except Saturday, until the end of July. The Lectures were resumed on the 16th of September, and continued until the 19th of December.

The subject of Lectures were as follows:—

On Monday and Wednesday—Chemistry.

On Tuesday and Thursday—Drawing, Mechanical and Architectural.

On Fridays, till November 15th—Chemistry.

After November 15th—Natural Philosophy.

The Chemistry Class was under the charge of Doctor Ellis; the Drawing Class under that of Mr. William Armstrong; and the Natural Philosophy Class, under that of Mr. James Loudon.

No fee was charged for admission to the Lectures.

The number of Students attending the School was 181. They were distributed as follows:—

Drawing .....	98; average attendance.....	72
Chemistry .....	91; average attendance.....	48
Natural Philosophy .....	50; average attendance.....	40

The occupations of the Students were as follows:—

Architects' Pupils .....	2	Moulders .....	6
Bricklayers .....	5	Organ Builder .....	1
Builders .....	3	Plasterers .....	2
Blacksmith .....	1	Pattern Makers .....	3
Brassfinisher .....	1	Painters .....	3
Bobbin Turner .....	1	Plumbers .....	3
Clerks .....	31	Printers .....	3
Compositors .....	3	Physician .....	1
Carpenters .....	23	School, Pupils at .....	10
Cabinetmakers .....	4	Students at College .....	7
Druggists .....	9	Silversmith .....	1
Engravers .....	3	Stair Builder .....	1
Engine Turner .....	1	Sewing Machine Merchant .....	1
Fitters .....	3	Stencil Cutter .....	1
Instrument Maker .....	1	Scale Maker .....	1
Jeweller .....	1	Tinsmiths .....	5
Joiners .....	2	Typefounder .....	1
Music Seller .....	1	Teachers .....	3
Machinists .....	17	Wood Turners .....	5

An Examination in Chemistry was held on the 18th of December, when fifteen Students presented themselves for examination, of whom thirteen passed.

Of these, seven obtained over fifty per cent. of the marks given.

The progress of the Pupils in Mechanical and Architectural Drawing has been exceedingly creditable. The diligence and general good conduct of the Students have been most satisfactory.

The Library formerly belonging to the Board of Arts and Manufactures, to which a few modern Scientific Works have been added, has been open to the public since September, on Saturday afternoon and on Tuesday and Saturday evenings.

There has been an average attendance of about fifteen each evening.

At the Christmas Examination, on December the 18th, 1872, the following Students were examined in Chemistry:—

*Class I.*

- 1 S. McAllister.
- 2 P. Simpson.
- 3 J. A. Clark.
- 4 R. Cathron.
- 5 A. R. McTaggart.
- 6 H. W. Ansley.

*Class II.*

- 1 J. Inglis.
- 2 H. Ramsay.
- 3 J. Neville.
- 4 R. Lewis.
- 5 H. Coleman.
- 6 D. Danille.
- 7 N. Robertson.

TORONTO, December, 1872.

W. H. ELLIS, Principal.



## CHAPTER XXVII.

## REPORT AND SUGGESTIONS WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, FOR THE YEAR 1872, BY JAMES A. McLELLAN, LL.D.,\* INSPECTOR OF HIGH SCHOOLS.

I have the honour to submit the following remarks on the present condition and future prospects of the High Schools and Collegiate Institutes, suggested by what has fallen under my observation since the last general Report was laid before you.

It would, I am sure, be deeply gratifying to an Inspector to be able to speak of the Schools entrusted to his oversight in the language of unmixed praise. But, as imperfection marks everything of human origin and human management, School Reports must indulge in the language of censure as well as that of encomium. Indeed, the former will generally be more prominent than the latter. For as progressive improvement and ultimate excellence can be secured only by the successive correction of defects, it will be natural to point out the weak points rather than dwell upon the strong,—to show the dark side of the picture oftener than present the reverse. What is praise-worthy will be referred to in general terms; what is censurable will be discussed at large. An Inspector's criticisms, however, are generally directed against prominent defects which, from their inveteracy, may be considered inherent in the system, and for which the Teacher is, perhaps, not in the slightest degree responsible. And even where an Inspector is compelled to refer to faults which may justly be imputed to the Teacher, he does it in no unkindly spirit. He may sometimes err in judgment, and his censure may be too severe; but, in all cases, as he awards praise with pleasure, so he censures with regret. But, if the language of apparent fault-finding is often used, it is not because there is no admitted ground for that of commendation. There is certainly much to commend in the High School System of Ontario, and much to command admiration in the men who are doing its work. There are many Teachers of high attainments, of deep earnestness of purpose, of rare professional skill, of noble enthusiasm, engaged in the work of the grandest of all professions. But all will admit that there is room for improvement in our Schools; and all Teachers, all Inspectors, all School Authorities, have one common aim,—to render our National System of Education more efficient for the accomplishment of its grand design,—to which end we reach forward towards that perfection which, though, perhaps unattainable, shall for ever be our goal.

*Classics.*—I have little or nothing special to report in connection with this department. The "moral suasion" formerly so effective in inducing Pupils to study Latin seems to be less exerted in that direction now that Latin is not a necessary part of the High School Course. At the same time, the decrease in the number studying Latin has not been so great as might have been anticipated. A few Schools, in which there was really no demand for classical learning,—but which had, nevertheless, kept up appearances by a half-hearted study of the omnipresent Arnold,—have wisely devoted their attention to other and (to them) more important subjects of the Course. Some of these Schools are rapidly attaining the enviable position of "English High Schools," and are doing excellent work in educating our Public School Teachers, and in conferring on many the inestimable benefits of a sound English, Mathematical and Commercial Education. Those who think that the decrease in the number of Pupils studying Classics in the High Schools is evidence of diminished efficiency are mistaken. The fact is, that the Schools referred to have been abandoned uncongenial fields for others equally important, which they are cultivating with marked success. These Schools,

\* In consequence of the decease of the Reverend J. G. D. Mackenzie, the General Report on High Schools and Collegiate Institutes for 1872 was made by Doctor McLellan alone.

even if they do but little in Latin, have a great work before them, and they are going to do it.

I am, nevertheless, very glad to be able to say that some of our High Schools and Collegiate Institutes are doing excellent work in Classics; and, having the means to impart a Classical Education worthy of the name, are determined to retain Classics in that prominent place to which their great value as an instrument of Education justly entitles them.

*Mathematics.*—In most of the Schools there has been an appreciable improvement in this department; in a few, the progress has been quite marked, especially in Arithmetic. In the best Schools, I have received prompt and accurate solutions of questions fully as difficult as any that have been set for first class Teachers at the Provincial Examinations. And the Students thoroughly understood what they were about. They had been taught to think; they were not obliged to ask, in plaintive accents, when a question was proposed in "strange language,"—"Please, Sir, what rule is that?" I am compelled to admit, however, that, in a majority of the Schools, there is great room for improvement. To these, the remarks of the last Report are still applicable:—"In Arithmetic, we find too many of the Pupils slaves of rule and formula, not capable of interpreting the formula, (which ought to be banished from Arithmetic), and perfectly in the dark as to the reasons of the rule. They are quite oblivious of the fact that it has a principle, or, granting that it has, they have not the slightest idea that it concerns them to know it." To show what idea some of them have of the reasons of rules, I may cite an instance:—In one of the Schools I found a Student who had "gone through the Arithmetic." Indeed, he had been teaching some time in one of the rural Schools; but, finding the "New Examinations" for Teachers a "little hard," and himself a "little rusty," he had condescended, (as his general demeanour seemed to indicate), to honour the High School with his presence. The number  $4\frac{1}{2}$  was set on the blackboard, and the gentleman who "had been through the 'Rithmetic'" was asked if he could "give the rule for changing that mixed number to an Improper Fraction?" A flush of indignation overspread his countenance as he replied, with emphasis, "Certainly I can." As he gave no practical evidence of his ability to do it, he was asked if he "would be so kind as to give the rule." He rolled out the answer in tones which would have done honour to Stentor,—"*Multiply the whole number by the denominator of the fraction, and add in the numerator-r-r-r!*" After a compliment upon the accuracy of his answer, the following colloquy took place:—"Do you know that rule to be correct?" "Certainly I do." "Very good; how do you know?" "Why—why—Sangster says so,"—his look and tone expressing more clearly than words could have done his conviction that he had "floored the Examiner that time!" I have very frequently received similar answers,—showing that the old rote-system still prevails in some quarters. It is not to be wondered at, then, that numbers of High School Pupils were unable to solve the question,—"*I gained \$3,300 in two years; the second year's gain was 20 per cent. more than the first year's gain; find the gain for each year.*" Still, in all the Schools, (or nearly all), there was some improvement, and in a few the progress was very gratifying. I feel confident that the progress next year will be very decided.

*French and German.*—The number studying French has somewhat increased, but there are few advanced Pupils. French is well taught in a good many Schools. The number studying French will be largely increased if it be made part of the English Course, and an option between French and Greek be permitted in the Classical Course.

*Natural Philosophy.*—But little progress has yet been made in this subject in our High Schools. Indeed in very few Schools has there been more than a respectable beginning. This I think a grave defect. Natural Philosophy, when well taught, is not inferior to Geometry in developing the reasoning powers. Its practical use, also, is very great. Industry, sobriety and quick perception are not sufficient to make a thoughtful and intelligent workman. Without some knowledge of the principles of Mechanics he will never advance beyond the application of a few barren rules, and he



will be often driven to very circuitous methods, at a great waste of time and material, in arriving at results which could be obtained more easily and readily by scientific methods. Many Mechanics possess considerable inventive talent that frequently leads to speculations, which terminate not only in their own disappointment, but in the ruin of others. How many weary hours have been spent in the vain attempt to discover "perpetual motion," which a very elementary knowledge of Mechanics would have saved. If the ability which exists to a large extent in many of our Workshops were only directed by some Mechanical knowledge, it would frequently lead to the most important results. At the very least the Pupils from the High Schools, and indeed from all our Public Schools, should be made acquainted with the Mechanical Powers, the composition of Forces, and the centre of Gravity. This may easily and elegantly be done by assuming the principle of virtual Velocities, or as it is sometimes called, the "principle of work done." From this principle which, when clearly explained, is quite as self-evident as some of Euclid's Axioms, the principal propositions in the above subjects may be deduced in a simple and natural manner. After each proposition a variety of questions should be given to test the Pupils' knowledge of it; and, when possible, the results should be verified experimentally. When taught in this way Natural Philosophy will be anything but a "dry subject," and the stimulus given to the minds of the Pupils will more than compensate other subjects for the time spent in the study of this one.

*Natural Science*, including Chemistry, Botany, Natural History, which has been wisely made a part of the Programme of Studies for High Schools, has made some progress during the year, but I am compelled to say, very little. This is much to be regretted. The subject has been too long excluded, and every effort must now be made to place it in its proper position. In whatever light we view it the subject is important. The late John Stuart Mill, in his evidence before the Royal Commission, says,— "There is no intellectual discipline more important than that which the experimental sciences afford. Their whole occupation consists in doing well what all of us during our whole life are engaged in doing for the most part badly. All men do not affect to be reasoners, but all profess and attempt to draw inferences from experience; yet hardly any one who has not been a Student of the Physical Sciences sets out with any just idea of what the process of interpreting experience really is." To many it is useless to recommend a subject on the ground that it is an admirable instrument of mental culture. They want their children to learn something useful. I would draw the attention of such persons to the opinion of the Right Honourable Robert Lowe, given also before the Royal Commission:—"I have seen," he says, "in Australia, Oxford men placed in positions in which they had reason bitterly to regret that their costly education, while making them acquainted with remote events and distant Nations, had left them in utter ignorance of the laws of Nature, and placed them under immense disadvantages in that struggle with her which they had to maintain." But I think all must admit, when brought to think about it at all, that the mental discipline implied in Science Culture is inestimable; that the knowledge gained is an addition to our happiness; and that the aptitude of applying our knowledge to the pursuits of life increases our material prosperity.

Natural Science cannot be taught from Books, and all efforts to teach it as we do Latin Grammar will prove, as they ever have done, miserable failures. And yet many cling to that method as tenaciously as the Romans clung to their consecrated Geese. In teaching Natural History it is not needful, as many naturalists do, to place in the forefront the classification of the objects they are concerned with. Classification must be the result,—can only be the result,—of a large knowledge of individual facts; and it is, therefore, unintelligible without a considerable extent of that knowledge. The Masters themselves acquired the classification, or formed it, on the same condition of previous acquaintance with the things classified. Classification in Natural Science ought to take its natural and logical position behind, not before, the knowledge of the things it deals with. Even in Natural History, perhaps the most difficult department



of Natural Science to teach in a practical manner, a good Teacher will not be content with communicating facts and illustrating them by suitable specimens. He will avail himself of any opportunity of making his Pupils draw inferences from the facts presented before them. For instance, let us take the very familiar example of a Tooth, and draw the inferences from it. It possesses fangs and is sharp pointed. It is a double tooth, a small one. The fangs lead us to infer a socket for them and a jaw, the jaw a skull and skeleton, and these a vertebral column, a nervous cord and brain. From the sharp point we infer that the Animal does not grind its food, for which a flat rough surface is necessary, but tears it, and therefore feeds on flesh. A flesh-tearer necessarily has feet to correspond, it will therefore be armed with claws; and as the tooth is very sharp, we infer that the Animal feeds on living prey, is wholly carnivorous, and that its claws are proportionally sharp. Being a flesh-feeder we know much of its digestive organs, which are short, compared with those of herbivorous Animals. It is probably, therefore, the tooth of some small, carnivorous quadruped,—most likely the tooth of the domestic Cat; and if we have extracted it beforehand for the sake of our inferences, we can speak with greater certainty upon this point. The power of inference based upon previous knowledge was exemplified by Owen in the case of the *Dinornis*, in a manner that made him a demi-god for the time. From the structure of a single Bone he determined it first to be that of a Bird, and then built up the typical Bird a fossil Giant, rivalling Sinbad's Roc,—his inference being verified after a few months by the discovery of complete fossil remains. Natural History taught in his way would get Pupils over the "wearisome bitterness of their learning," changing it indeed for an ever-increasing eagerness for knowledge which would count nothing a difficulty that helped to feed an inquiring mind. What I have said with respect to Natural History applies with still greater force to Chemistry. The proper way to teach it is not by Books, but by introducing the Chemical bodies to the notice of the Pupils, and causing them to ascertain by their own observations, and express in their own unaided language, the results of such observation. Previous to the performance of each experiment, the Teacher should see that the Pupils had the clearest ideas possible to them at that stage of the proceedings, of the Bodies on which, and the Apparatus by means of which, he was conducting his experiments. In all cases the information should be elicited by a system of Socratic questioning, founded on the observations of the Pupils, rather than by direct "telling."

*Botany.*—In some Schools this subject is well taught. Of course, the true basis of knowledge of Botany, is that familiarity with the actual character of Plants, which can only be obtained by direct and habitual inspection of them. The Pupils should be taught to know the Plants and to separate their different parts; to give their proper names to the parts; to indicate the relation of the parts to one another; and to find out the relation of one Plant to another by the knowledge thus obtained. To teach Botany in this way, the actual Plants must be had. Drawings of them, however good, are poor substitutes. There are very few Schools around which space might not be obtained for a few beds in which the typical Plants of the more important families should be planted, and in sufficient numbers to give each Pupil two or three specimens of each Plant. By a little care and study the different families might be made to flower in succession, and thus a supply of fresh specimens would be at hand during the greater part of the summer. Natural History might take the place of Botany during the winter months.

*Admission of Pupils.*—*Removal of checks to entrance.*—*Examples of low character of Entrance Examinations.*—*Evil effects.*—*Injustice done to good Schools.*—*Instance.*—*Necessity of uniform Written Examinations.*—*Objections answered.*—*These Examinations will benefit Public Schools.*—*Composition of Local Training Boards.*—*Change needed.*—*Instance.*—The suspension of the Regulations concerning the Admission of Pupils has proved very injurious to the interests of higher Education. All experience had shown the necessity of a change, both in the standard of scholarship prescribed for entrance, and the mode of conducting the Examination. Boys and Girls possessing

the merest smattering of the elements of a Public School Education "had been driven like sheep" into the High Schools to swell the number of Pupils and increase the Apportionment from the public funds. The consequence was, as all Inspectors have reported, and all independent testimony has proved, that the efficiency of the Public Schools was greatly impaired, and many of the High Schools, far from doing the work in "higher English and Commercial subjects" for which they were designed, and for which they were liberally paid out of the Public Treasury, might be said to possess a "local habitation and a name," but nothing more.

To do justice to the better Schools, at whose expense many of the poorer ones dragged on a wretched existence,—to raise the latter from the position of low grade elementary Schools to a higher plane,—to increase still further the excellence of the really good Schools,—to render the entire System thoroughly efficient for the accomplishment of the grand work for which it was established,—it became absolutely necessary to institute a more rigid examination and to make it uniform for all the Schools. Regulations to secure this end were passed, and the long-desired reform was about to be accomplished. Unfortunately, these Regulations were set aside by the Government; the operation of measures essential to the improvement of the High Schools was arrested; not only were the so-called "obnoxious checks,"—"the iron barriers removed,"—but all checks, all barriers, all restrictions, were absolutely swept away by the Government.

The result was, that the evil to be remedied, instead of being mitigated, was greatly augmented. The barriers were removed,—the doors were thrown wide open,—and swarms of ill-trained Pupils passed from poor Public Schools to swell the numbers of poorer High Schools. Perhaps it may not be amiss to give a few examples illustrative of the character of the Examinations, and of the attainments which, in many cases, were thought sufficient to enable their possessors to enter with advantage upon the High School Curriculum. The Schools will not be named but designated by different letters.

A. In this School there were nearly fifty on the roll; the reading of nearly all present was very bad; only seven could find the difference between two mixed numbers, and the "cost of 5,250 lbs. of coal at \$7.50 per ton of 2,000 lbs." The failure in Grammar was even more marked. The following sentence was given as an exercise in parsing:—"And first one universal shriek there rose, louder than the loud ocean like a crash of echoing thunder, and then all was hushed." Nearly all failed to parse "first," "all," and "louder;" "universal" was parsed as a noun, "ocean" was pronounced to be in the objective case, governed by rose, while there seem to be a difference of opinion as to how to dispose of "crash", some declaring it "a noun in the objective case after 'rose,'" others considering it the "nominative case to 'was' understood." It is not too much to say that the checks to entrance into this Establishment could not have been very "harsh," or very strictly enforced.

B. During the inspection of this School there were twenty-four Pupils present. The Reading was very bad, the Spelling worse; only three could find the difference between two mixed numbers and the cost of the coal in the above question. The sentence above quoted having been found altogether too difficult as an exercise in parsing, the grammatical knowledge of the Pupils was tested by the easier one:—"Few and short were the prayers we said." Not a single Pupil could parse "said;" it may be added that the results in nearly all the other subjects were equally unsatisfactory. Now, it cannot be denied that these children ought to have remained months longer in the Public School; why then, it may be asked, were they hurried into the High School utterly unqualified as they were? The answer is not far to seek; as Public School Pupils they were worth only about 80 cents each to the Municipality; as High School Pupils they were worth from \$30 to \$40. I need not dwell upon the serious injury inflicted upon the Pupils themselves by this injudicious promotion; it is enough to say that children who ought to have been devoting their time to Reading, Spelling, Elementary Arithmetic and Grammar, were actually attempting nearly all the subjects prescribed in the Course of Study for the High Schools!



*C.* There were about forty in this School, more than half of whom had been admitted at the last Entrance Examination. The Assistant Teacher, while instructing a junior class in Grammar, gave the sentences:—"To love our enemies, is a command given." "A Boy with long black hair was found in the wood." "John runs swiftly." The following are a few of the answers given:—"To love" is an intransitive adverbial noun; "command" is a noun in the objective case governed by "is;" all failed to parse "Boy;" "hair" is a verb, third person singular, governed by "with;" "John" is a verb, third person singular, in the objective case. The Reading was very bad; and as to Arithmetic, some of the Pupils could not go through the Multiplication Table. The Principal of the School, a very faithful Teacher, has surely a peculiar task before him.

*D.* About forty Pupils in the School, more than half of whom had been admitted at the last entrance Examination. Only five out of the whole School could solve the "coal" question, while a large majority could not do subtraction of fractions. In the sentence given for parsing there was very serious blundering; only one could parse "crash," and none were willing to admit the correctness of "why is dust and ashes proud?"

*E.* Nearly seventy on the Roll, including those not yet regularly admitted. The Entrance Examination had not been held, but the Inspector was assured that "about half of the number (seventy), would pass quite easily. Only seven of the entire School did the "coal" question, and only three could find the difference between two mixed numbers.

In attempting to parse, "and first one universal shriek," the Scholars gave "shriek" a noun in the objective case governed by "one;" "universal," a verb in the possessive case. Not one could parse "ocean" or "like." None could correct, "John is the strongest of his Brothers!" or were willing to admit the accuracy of "why is dust and ashes proud?" The examination from beginning to end was a series of hopeless blunderings; the entire performance would have covered with ignominy a decent Public School. Yet the Inspector was assured that "all the subjects of the Programme were taught in the School," and was earnestly pressed to note the proficiency of the classes in Greek, Latin, French, and German. The results of examination on these subjects showed conclusively that English Grammar was not the only subject of which the Pupils were profoundly ignorant.

These examples, which might be multiplied did space permit, will enable you to form a tolerably correct opinion as to the disastrous effects upon the High Schools, which have been the inevitable result of the removal of all restrictions by the Government upon the Admission of Pupils.

When it is considered that, through the laxity of the old system of admission,—a system which permitted Pupils possessing but the merest smattering of the elementary branches, "to wriggle through the meshes of the Inspector's net,"—a very large number of unqualified Pupils were found in the High Schools when the new Law came into operation, and that the number had been greatly increased, in consequence of the Examinations for entrance having been practically freed from all restrictions; the inference is warranted that unless the evil be promptly and effectually remedied, the progress of many of the Schools will be arrested, or rather, it may perhaps be said, will never have a beginning. It is but right to state,—and I have great pleasure in making the statement,—that many of the School Authorities, and particularly the Masters, have faithfully carried out the requirements of the Law in the admission of Pupils. They have refused to take advantage of the power unhappily placed in their hands, and, preferring the higher interests of their Schools to any merely pecuniary advantages, have exacted of all Candidates for entrance a fair standard of qualification. But the general tendency is towards laxity of admission, and consequent degradation. I have been informed that some of the best Masters have resisted with great difficulty the pressure brought to bear to induce them to sanction the admission of unqualified Pupils, in order that a larger allowance might be obtained from the High School Fund. As matters now stand great injustice is done to the really effective High Schools of the Country. Their honesty costs them not a little. The inferior Schools admit vast



numbers of Pupils utterly unprepared to begin a course of "higher Education," and by so doing they draw from the High School Fund a large amount of money for doing the work of low-grade Public Schools. The superior Schools, whose Authorities wisely and conscientiously determine to maintain their excellence, admit only such as are qualified to enter upon higher work, and they hence receive a far less Apportionment for honourably fulfilling the exalted purpose for which they were established. Thus we are actually paying a premium upon inefficiency. For example:—The Master of one of our High Schools, established in a locality possessing excellent Public Schools, might, were he so disposed, double the number of his Pupils by a comparatively easy Entrance Examination; but he honestly satisfies the requirements of the Law regarding the Admission of Pupils; he is determined that his School shall not descend to mere Public School work; he justly thinks that the "higher Education" of nearly ninety Boys, will tax all the energy and ability of the four Masters employed; he has, I will not say the best, but one of the best Institutions in the Province; his share of the High School Fund for the year is \$1,200. The Master of another School, which I might name, holds different views; he is less careful in the admission of Pupils; he has faith in the ability of four Masters to do the work of two hundred Pupils; he has an eye to large Apportionments; his Institution is, on the whole, far inferior to the other; yet he draws this year \$2,400 from the High School Fund! There is, therefore, no exaggeration in the assertion that, under existing circumstances, inefficiency is encouraged, and that a great injustice is done to those really excellent Schools. "which it is the wise policy of the Country to foster and support." A change, then, is absolutely imperative; the Examination must be made at once worthy of the name and uniform for all the Schools. The evil complained of will then be at least partially remedied. Nearly all the Masters,—certainly all the most experienced and successful Masters,—are heartily in favour of uniform, written examinations. The objection has been stated that, under such a test, many really qualified Pupils will fail, because they have not been accustomed to written Examinations. But this difficulty will soon disappear; written Examinations ought to be introduced into all the Public Schools, and already have a prominent place in all the best Schools. Indeed, as the utility of written Examinations in general is all but universally acknowledged, it may be safely inferred that the Examinations for "Matriculation" into the High Schools will have a most beneficial effect upon the Public Schools. The subjects of Examination for promotion from the 4th to the 5th Class in the Public School, are substantially the same as those required for entrance to the High School; Pupils really entitled to such promotion in the Public School, should be qualified to enter the High School. Similar, if not the same, Examinations will be held for promotion in the one case, and for matriculation in the other. If there are no promotions,—no successful matriculants,—what will be the irresistible conclusion? The Public School will be pronounced inefficient. On the contrary, a successful examination for promotion, or matriculation, will be held to place beyond question the excellent character of the Public School. My impression is, therefore, that these written Entrance Examinations, while essential to the improvement of the superior Schools, will exert a powerful influence on Public Schools, whose reputation will largely depend on the number of successful Candidates they are able to send up to the Examinations for entrance. The difficulty above referred to as an objection to the proposed Entrance Examinations,—admitting that it has any existence now,—will soon be entirely overcome under the improved methods of training, which are rapidly finding a place in all the better class of Public Schools. Meantime, a reasonable degree of leniency may be shown the Candidates. The Examiners will not expect answers so full and accurate as might be required from the pen and brain of a ready writer; they will make all reasonable allowance for want of expertness in penmanship, and of facility in expression, and will not insist upon perfect excellence of matter or critical elegance of style. I have stated that by such a system of examination the evil would be partially remedied. I think this qualification justifiable. For, although I justly appreciate the ability and integrity of the Local Boards of Examiners in general, I hold the opinion that a change

is required in the constitution of such Boards before the evil under discussion is completely remedied. In some cases the Examinations have been, and perhaps under any circumstances will be, all that can be desired; in others, the temptation of a large Appropriation has proved too strong for human nature. I have been credibly informed that in some instances Candidates for entrance have been assisted by the Teachers, so that all the papers submitted to the Inspector were of a high order of merit; in fact, it has been occasionally observed that Matriculants who had apparently passed a very satisfactory Examination, have become conspicuous failures,—even after having enjoyed for months the benefits of High School instruction,—when tested by an independent and disinterested Examiner. In other cases the Examiners, animated it would seem by a charity that can think no evil, have assigned high values to very imperfect,—not to say absurd,—answers. For example:—At a certain Entrance Examination the following sentence was given as an exercise in parsing:—"All the world's a stage and all the men and women merely players;" it was thus parsed,—“all” is an adverb modifying stage; “world’s,” a noun nominative to stage; “women,” a noun nominative to players; “merely,” an adverb modifying players. This somewhat imperfect answer was awarded ten marks. Full marks, (20), were assigned to the answer which gave “was” as the complete predicate in the preposition, “their complexion was of a dusky copper colour.” The following are answers given by other successful Candidates at the same Examination:—"Woman" is a noun nominative to "are players;" "all" is an adverb modifying "the;" "world's," a noun in the possessive case;" "women," a noun in the objective case; "players," a noun in the objective case.

Under these circumstances it would appear necessary not only to make the Examinations uniform, but to have them conducted by Examiners, unconnected with the High Schools. This suggestion may seem to convey a censure, as virtually impugning the honesty and ability of the Local Boards as at present constituted. This certainly is not the intention. In general I have a high opinion of the integrity of these Examining Bodies; I know that many of them, in the face of most powerful temptations to a contrary course, have with strict fidelity carried out the spirit of the Law; and I am far from insinuating that any of them would be guilty of deliberate wrong. Still Examiners are but men. Every Board is, perhaps, disposed to undue leniency, on the supposition that all other Boards are lenient. In short, as the High School Fund is now distributed solely on the basis of average attendance, there is so strong a temptation to swell the numbers in the High School, that none directly interested should be left exposed to it.

We must have a respectable Entrance Examination, and this must be uniform and conducted by independent Examiners. In consequence of laxity in the Admission of Pupils, all the High Schools have been doing too much elementary Public School work, and not a few of them have been doing such work exclusively. This anomalous condition of things should no longer be permitted to exist. The really good Schools must be made still better; the low-class Schools must be improved in character; the entire system must be made more efficient, and really capable of the great work for which it was designed. To this end a strict Matriculation Examination will contribute more powerfully than perhaps any other agency. Let uniform Papers be prepared by a Central Committee of Examiners; let the Public School Inspector conduct the local Examinations; and let his decision be subject to the final approval of the Central Committee, or of the High School Inspectors. It has been objected to the appointment of the Public School Inspector as the sole Examiner, that in some instances he may be inimical to the High School, and may employ his power adversely to its interests. But it is to be hoped that instances can rarely be found in which an Inspector is so false to the high claims of national Education as to employ the power entrusted to his hands in order to promote those claims, in the vile attempt to injure one of the three great agencies in our National System. Besides, as under the proposed scheme the award of the Inspector is subject to revision by the Central Committee, he will be utterly powerless,—even if disposed,—to perpetrate any injustice



upon the High Schools in the conduct of the Entrance Examinations. Let this important step be taken, and it will prove, I believe, the most powerful means perhaps available in improving and elevating the character of the High Schools,—making them higher Institutions of Learning in reality as well as in name,—and thoroughly efficient for the great part they are to play in the progress and development of the Nation.

#### QUALIFICATIONS OF HIGH SCHOOL MASTERS.

It is generally conceded that there should be a modification of the Law which defines the qualifications of Masters of High Schools. In the first place, there is a slight ambiguity in the wording of the Law which can be easily rectified. A "Graduate of a British, or Canadian, University" is legally qualified for the position,—when the term Graduate is obviously intended to mean one that has proceeded regularly to his Degree in the Faculty of Arts. A much wider interpretation has, however, been given it, under which Graduates of American Universities who have managed to get an *ad eundem* from a Canadian University, have been declared qualified within the meaning of the Statute. Of course nothing need be said against the scholarship and general qualifications of such Graduates, who may really be very superior men. But it was not the intention that such a Degree should qualify for a Head Mastership of a Canadian High School. And justly. For, to say nothing of other reasons, it is well known that Degrees are so easily obtained from many American Colleges, as to be all but worthless; and the Holders of such Degrees might be utterly unqualified, (although it is but just to say I know of no such instances among our present Teachers), for the high positions to which they could legally aspire. Nor is a Degree in Medicine, or Law, or Divinity, a sufficient qualification, inasmuch as it is no sure guarantee of the possession of the requisite scholarship. In the second place a more important consideration is:—Ought a Degree in Arts from even the most distinguished University be held to be alone sufficient legal qualification? The general opinion is that it should not. A Degree may be thought necessary; it cannot be shown to be sufficient. It may be evidence of the necessary scholarship; but it is no evidence of the requisite professional knowledge. The Graduate may know much of History, Science, Language,—this is valuable, nay, indispensable,—but to be a successful Teacher, there is a knowledge equally indispensable; he must know how to Organize, how to Govern, how to Teach, in short, how to Educate. Education is as certainly a Science founded on well established principles as is Law, or Medicine, or Divinity,—perhaps it may be safely pronounced more scientific than any of them. And teaching is just as certainly a profession demanding a special training. Under present circumstances such a training cannot be had; but is it too much to ask that Candidates for the highest educational positions shall furnish evidence of the possession of at least some experience in teaching, and a moderate degree of professional knowledge? Now a Degree is no evidence of the possession of such knowledge, and yet it legally qualifies for the Head Mastership of any of the High Schools or Collegiate Institutes in the Country. The High Schools are, therefore, placed at a great disadvantage, as compared with the Public Schools,—a disadvantage which will ultimately, in a marked degree, tell against them. No person can receive a Second Class Certificate, as a Public School Teacher unless he has had three years' experience in practical teaching, or an equivalent training in the Normal School; and no one can obtain a First Class Certificate, until he has had five years' experience, or an equivalent professional training. But for the High Schools, no such experience, or professional, training is thought necessary! Thus very frequently the mere youth is placed on a level with the experienced Teacher, too often thinking that having won distinction in his University Course, he is a ready-made Teacher, thoroughly furnished for his great work. Very vague, indeed, is his knowledge of Teaching, of Organization, and of the important principles of School Government. And "wise and effective" School Government is really a delicate and difficult work, for, consider how subtle and often profound are the principles embraced in its philosophy; how varied



and perplexing must be its practical adjustment; how manifold the difficulties to be encountered; and how sad may be the results of failure to govern wisely and well. It is sometimes said that a University Education is equal to a Normal School training, even as a qualification for Teaching,—an assumption that is hardly worth a refutation. There is nothing of School Organization or School Government taught in a University, and nothing of it learned. The statement can have no point at all unless it refers to modes of teaching, and even this it is a great exaggeration. If a Student has himself been well taught, it is argued, he will naturally teach well; he will carry into the School Room the methods of his Lecture Room. But this overlooks the important difference between the work of the School Master, and that of the University Lecturer. Teaching Boys is one thing; teaching Men, another. There is a broad distinction in the manner of teaching, the matter of teaching, and in the intellectual development of the persons taught; and what would be admirable in the University Lecture Room, would be quite out of place in the School Room.

The position that something besides a Degree should be required as qualification for a Head Mastership, is strengthened by the fact that a majority of the High Schools are Union Schools. How absurd to place an utterly inexperienced man at the head of a large graded School, where great energy and ability, and above all professional skill, are essential to success! I venture to say that a sensible Board of Central School Trustees would refuse to appoint a man without practical experience, even if he had half the letters of the alphabet after his name. High School Teachers ought, at least, to be as well qualified for the work of teaching as Public School Teachers; and it is, therefore, felt that some change should be made in the Law fixing their qualifications. There is, of course, difficulty in defining the qualifications, additional to a Degree, that should be insisted on. But something can be done. Let no one be qualified for a Head Mastership until he has had one, two, or three years' experience in practical Teaching. This can be no injustice to mere Graduates. A University Degree does not qualify them at once to enter any of the "Learned Professions;" they must spend some years in professional training. Teaching, too, is a profession, not less important than any of the so-called "learned professions," and equally demanding special training. Besides, the Salaries of Assistants in High Schools now range from \$600 to \$1,200; it is, therefore, no great injustice to ask an inexperienced Graduate to sacrifice himself for a year or two at such a Salary; it is generally believed that it is all he is worth to begin with. And since every beginner has experiments to make before he can be pronounced experienced, let these be made under the eye of an experienced Master, in order that any injury resulting, (and injury there is sure to be in a greater or less degree), may be confined within the narrowest limits, and counteracted, so far as may be, as promptly as possible. Then, when he has had some experience in the actual work of teaching, and not till then, let him be legally qualified for the highest positions within his reach.

#### NUMBER OF TEACHERS NECESSARY FOR EACH HIGH SCHOOL.

Most of the Schools have complied with the Regulation requiring the appointment of an Assistant Teacher, and, as was to be expected, considerable improvement has taken place in these Schools, even in the comparatively short time during which the additional Teacher has been employed. A more complete classification, better government, more effective teaching, and greater industry on the part of Pupils have been secured, and improvement has followed as a necessary consequence. This would have been still more marked had it not been to some extent checked by the rush of Pupils into the High Schools, consequent upon the removal of all restrictions on entrance. As showing the utility of employing additional Teachers, it is a note-worthy fact that, in all, or very nearly all, of those Schools which the Inspectors thought worthy of being ranked in the First, or Second Class, in the classification submitted to the Department in 1871, two or more Teachers had been employed. There is no doubt that to this fact is due, in a great measure, the high rank assigned them. And I venture to predict that

many of the Third and Fourth Class Schools will, if the Regulations be honestly adhered to, soon rise to a higher grade. The appointment of a second Teacher has been complained of as "a useless expense" in a few localities where the Schools are small, or where the impression seems to prevail that to the number of Pupils which a Master ought to teach, there is no "superior" limit. But I reiterate the opinion expressed in last year's Report, that in every High School two Teachers at least should be employed. All admit the necessity of having two Teachers in the "larger" Schools; but in reference to small Schools some hold a different opinion. "How absurd and unjust to be obliged to employ two Teachers in a School of only twenty-five or thirty Pupils; why, a Public School Teacher will manage fifty or sixty Pupils,—cannot a High School Teacher do as much?" The comparison is futile:—The High School is not simply a division of a Public School; it is not the number of its Pupils, but the character of its work, that constitutes a High School; additional teaching power is required, not because it has a large attendance, but because it is a High-er School. The Law requires that a High School shall make provision for giving instruction in the higher English branches,—Mathematics, Classics, and French and German. No one will say that the employment of one Teacher satisfies this requirement. It is asserted "that the higher branches are not required in some High Schools, and, therefore, not taught, and a second Teacher is not needed." This proves too much; it may show that a second Teacher is not required; it also proves that there is no demand for the higher education which the High Schools are designed and paid to furnish, and that such Schools, being to all intents and purposes mere Public Schools, have no right, under the name of High Schools, to prey upon a Fund granted specially for higher education,—an education which they do not and cannot supply. In a graded Public School, where "the Public School Teacher 'manages' fifty or sixty Pupils," there are never more than two Classes, and in some subjects the whole division forms but a single class. Will any one deny that, even in a very low High School, in whose Programme Classics and Modern Languages find no place, the number of Classes must be far greater? As already intimated, the number of Classes depends, not on the aggregate of Pupils in attendance, but on the work to be done; and this work,—really respectable High School work,—cannot be done by less than two Teachers, as I am sure every Teacher of any experience will readily admit. Of course there may exist in connection with a few Schools, peculiar circumstances which would render the immediate application of the Regulation undesirable; but I apprehend there can be no doubt either of the legality or the utility of its general enforcement. Nor do I think it can justly be pronounced a "great hardship" to the Schools that they should be required to provide a second Teacher. Many of them have received, on the ground of their being High Schools, sums more than enough to pay the Salaries of their Head Masters, and have applied the surplus, not in rendering the High Schools more efficient, but in support of the Public Schools, although the Law requires that such sums should be expended only in Salaries of High School Teachers. It is surely not too much to expect that these Municipalities in which there is a "great demand for higher education,"—which are "very anxious to have a High School,"—should be willing to raise a few hundred dollars by local taxation, to accomplish the object for which they are so deeply anxious, and for which they are so liberally assisted from other sources.

I think, also, that there is great need of some Law, or Regulation, regarding the number of Teachers to be employed in the larger Schools and Collegiate Institutes.

Why should small Schools be compelled to employ two Teachers, while large Schools may, with only an equal staff, undertake the instruction of an unlimited number of Pupils? A School having an attendance of from twenty-five to forty must have two Teachers to do the work; one with an attendance of from sixty to one hundred, or one hundred and twenty, need, and many actually do, employ only the same number. Some of the Collegiate Institutes, too, need looking after. Is it right that a Collegiate Institute, with only the four Teachers prescribed by Law, should undertake the instruction of all that can possibly be crowded within its walls? Can four Teachers, however



efficient, possibly do justice to two hundred Scholars attempting High School and Collegiate Institute work? There ought to be one Teacher for every twenty-five enrolled Pupils. And none should be qualified as Teachers in Collegiate Institutes but Graduates and Undergraduates of at least two years' standing, and holders of First Class Provincial Certificates.

I am glad to be able to say that many of the High School Boards show a praiseworthy liberality in the matter of employing Teachers. Welland, for example, which has a good School with two Teachers, is determined to have a still better one with three. And Peterborough has seven Teachers in the Collegiate Institute, three of whom are Graduates, one an Undergraduate of high standing, and three accomplished Public School Teachers. Whitby, too, has four Masters wholly engaged in High School work. It would be well if some others would do likewise.

#### THE NEW PRINCIPLE OF "PAYMENT BY RESULTS."

With increased experience, I am more than ever convinced of the necessity of modifying the present plan of distributing the High School Fund on the basis of average attendance alone. By this mode inferior Schools doing very little, if any, High School work, not unfrequently receive a larger grant than the very best Schools, as has been shown in discussing the admission of Pupils and the tendencies of Union Schools. To remedy this evil, the amended School Law of 1871 embodied the principle of "Payment by Results," under which educational results are to be combined with average attendance in making the apportionment; and under the authority of the Department, the Inspectors reported a Classification of the Schools preparatory to the practical application of the principle. But owing to the existence of grave difficulties no effect has as yet been given to the Law, much to the regret of many experienced Educators, and of all who wisely desire the improvement of our Educational System. Yet I do not see how this delay could well have been avoided. For, although I believe the classification made by the Inspectors to have been substantially correct, it could not be made available in the effective application of this principle:—The important end to be attained would have been defeated by the lax Entrance Examinations that have since prevailed. I have already shown how, under the absence of all restrictions, vast numbers of unqualified Pupils were herded into the High Schools; and thus, after the classification had once been made, the "element of numbers" would have been all-powerful, while the "element of results" would have been practically inoperative. But with a strict and uniform Entrance Examination, I see no great difficulty in the way of making the principle practically effective. A classification of the Schools must first be made, and herein lies a difficulty, although by no means an insuperable one. Before the Inspectors (now three in number), decide upon the character and standing of any School, they make a careful inquiry into its working and its work; and when, after careful and repeated examination of all the Schools, they unanimously agree upon a classification to be submitted to the Department, and to the Country, it may safely be declared that such a classification is substantially correct, and that it does no School any appreciable injustice. Having made such a classification, it will then only be necessary to divide the Government Grant, so that the sums received per Pupil by the different Classes of Schools shall have to one another whatever ratios may be decided upon. For example:—By the classification of 1871, the Schools were arranged in four Classes, the aggregate average attendance, (for first half year), of Pupils in the 1st Class being 399; in the 2nd Class, 1,290; in the 3rd Class, 1,413; and in the 4th Class, 922; and the Government Grant for the half-year was \$36,271. Now, suppose that it is decided to distribute the Government Grant in such a way that for every two dollars paid to each Pupil in the 4th Class, three shall be paid to each Pupil in the 3rd Class, four to each in the 2nd Class, and six to each in the 1st Class; then a simple calculation gives us the amount payable for each Pupil in the respective Classes, videlicet:—\$16, \$10.66, \$8, \$5.33. This calculation is, of course, founded on the supposition that the total Government Grant is a definite



amount. A far better mode of rendering the principle under consideration effective is that pointed out by Professor Young in his Address before the Teachers' Association in 1871, by which "a definite amount is to be paid for each Pupil in a School, according to the Class in which the School is placed,"—which proceeds on the idea that the Government Grant would increase with the increased efficiency of the Schools. For, as Professor Young remarks, if the Grant is to remain stationary, the gain of one School would be the loss of another; but if a definite amount were paid for each Pupil in a School according to the educational rank of the School, each would be rewarded on a consideration simply of its own doings, which is surely the correct principle. At all events, the principle of "payment by results" ought to be applied as soon as possible; I see no great difficulty in making the necessary classification preparatory to its application in making the Apportionments for 1874. It should be remarked that the Third Plan, proposed in the High School Inspector's Report for 1871, meets with the approval of some of the best Masters.

#### UNION OF GRAMMAR AND COMMON SCHOOLS NOT DESIRABLE.

All former Inspectors have agreed in reporting that the union of the High and the Public School is prejudicial to the educational interests of the Country. In this opinion I fully concur. The union of the two classes of Schools is, or at least seems to be, somewhat unnatural,—a coalition of variant elements. They are certainly intended to exercise different functions; the province of the Public School is to be entirely distinct from that of the High School. There is also an important difference in their mode of support and external government. The Public Schools are maintained almost wholly by local taxation; they are more especially the Schools of the People, and are governed directly by the People; the High Schools derive their revenues from a different source, and are governed by Authorities appointed on different principles. But without entering into a lengthened discussion of their anomalous character, it must be admitted that Union Schools have been tried and found wanting. At all events, my own impression, founded on my experience as a Teacher, and my observation as an Inspector, is decidedly unfavourable to Unions,—for the following among other reasons:—

- I. They tend to the degradation of the Public Schools.
- II. They tend to the degradation of the High Schools.
- III. They tend to increase the number of poor Schools.
- IV. They are a source of injustice to really good Schools.

As these are very important points, it will be proper to illustrate them at some length.

#### I. UNION SCHOOLS ARE A DEGRADATION OF THE PUBLIC SCHOOLS.

It is the proper function of the Public School to provide what is usually known as a thorough Common School Education for every child in the Country. This comprehends something more than a mere rudimentary knowledge of Arithmetic and English Grammar. It aims at the general enlightenment of the masses, and its superior limit cannot, therefore, be the Multiplication Table and the parsing of an easy sentence. The great object of the Public School is, not only to place within the reach of all a course of education sufficiently extensive and thorough for all the ordinary pursuits of life, but to create a national intelligence which shall be effective in national progress. Hence the Public School has a complete and well-defined end in view,—a noble object of its own to accomplish. Those who look upon it as the insignificant beginner of an imperfect work, which is merely initiatory to that of a higher and more favoured Institution, fail to comprehend its true character and object. It is not a mere feeder to the High School; to provide the latter with Pupils is surely not the sole, or even the primary object of its existence. The High School, indeed, cannot exist without the Public School, but the Public School is independent of the High School. And thus, while the High School forms an important part in a complete System of State Educa-

tion, the Public School is absolutely essential to the advancement of the Nation. Hence the necessity of keeping constantly in view the high aim of the Public School, and of making it eminently efficient for its great work in general education. This is of such paramount importance that it would be better that every High School throughout the Country now existing in connection with a Union School should be forthwith closed than that the present generally low type of instruction should continue to prevail in its Public School Departments. Permit me to state more specifically the effects of the Union upon the Public School.

(1) *Pupils are prematurely drafted into the High School to the serious injury of the Public School.*—The best Pupils are constantly withdrawn from the Public School to swell the numbers of the High School. The words “best Pupils” may, perhaps, convey an erroneous idea; the term is used only relatively; it is not intended to mean that the drafted Pupils are really well prepared,—the Public School is not permitted to turn out well prepared Pupils; that is not its mission; it exists only for the High School; it is but the vestibule, where the Pupils linger a moment on their passage to the true temple of science. Of course there is a Programme of Studies for the Public School, but it is not carried out,—there is no attempt to carry it out. The Public School Teachers are not permitted to teach the prescribed Course,—they are not permitted to carry their Pupils well through half the prescribed Course before they are called on to send them up for “matriculation” into the High School. Having acquired the merest smattering of the elementary subjects, the Pupils swarm from the Public School department, which is thus prematurely robbed to augment the numbers in the High School. There is little or nothing done in the way of giving even respectable Public School instruction; the Public School is considered in reference to what it is designed to be, and the idea of what it ought to be, does not exist. In fact its high aim is lost sight of and its grand design unhappily forgotten. With high aims come the activity and energy of vigorous life. But under the overshadowing influence of the High School, the Public School is comparatively unimportant; it has no longer a high purpose; it has been shorn of its power. Its work is of a very low order; its standard is reduced to a minimum,—there is really little or nothing to teach. Of course, then, but little is done for the Public School and but little is expected from it,—it is needless to say that the results exactly harmonize with the expectation. In short, degraded to the position of a mere appendage of the High School, without an independent existence and a high and inalienable purpose, it rarely exhibits the freedom and vigour of distinct life. All incentives to real efficiency are removed; the *eclât* attendant upon excellence is heard no more; there is nothing thorough, nothing advanced, nothing even respectable. The spirit of progress is quenched and buried without hope of resurrection, as are the lofty aims and aspirations that ensure perpetual vitality in those Schools which, possessing an independent life, have noble and distinctive ends in view, and an organization happily adapted to their accomplishment.

But, it may be said, granting that the character of the Public School is lowered, no great harm is done, for the Pupils can complete their Public School Education in the High School. This cannot be admitted. Either the High School is what it claims to be, or it is not. If it is, then it cannot possibly do Public School work, or at least not nearly so well as its humbler rival. The High School is established for High School work, and the Public School for Public School work; if, therefore, one trenches on the ground of the other, the work special to each must be badly done. Owing to the laxity of Entrance Examinations, Pupils have been permitted to enter the High School who were unable to get through the Multiplication Table, or parse an easy sentence, or read with intelligence a plain passage from an English Author. Will any man say that a High School can possibly “supply the defects of such a Public School education?” It may do so; but only on the other alternative referred to, that it is not what it claims to be. And if it is not, what then? I will not go so far as to say that it is receiving money under false pretences; but I do say that it is receiving money justly belonging to Schools that are what they claim to be.



But will not a fair Entrance Examination enable the High School to make good the deficiencies of a low-type Public School instruction? No. In the first place, it may be remarked, no Pupil ought to be obliged to go out of the Public School in order to complete his Public School education. He should not be compelled *volens volens* to enter the so-called High School. Is he to be allowed a "sound Common School education" only on the condition that he takes a higher Course,—a Course which he does not require, and which he attempts only at the sacrifice of what he really needs. But, in the second place, the deficiencies will not be made good. I repeat that the High School, as a High School, cannot efficiently do Public School work. Even when the Principal is a man of marked experience and ability, he must necessarily have, even with reasonable assistance, too much work in hand in the management of the united Schools. He cannot carry on, with the highest attainable success, two distinct systems. Devoted to his own special work in connection with the "higher English, Commercial and Classical branches" he must neglect the work more especially pertaining to the Public School; or faithful to the pressing necessities of the Public School work he cannot do full justice to the High School, which in fact becomes a sort of hybrid, utterly incapable of discharging the proper functions of either class of Schools.

(2) *Not only is poor Public School work done, but poor Teachers are employed to do it.*—(a) *The Public School, when independent, is generally well equipped.*—When the Public School has a separate existence, it is generally provided with the requisite staff of qualified Teachers; at all events the necessity of securing such a staff is recognized and usually acted upon. Especially is it thought indispensable that the Principal should be a good scholar and a trained Teacher, thoroughly accomplished in the most approved methods of Organization, Government and Instruction. And with an experienced man at the head of the School, and a thoroughly well-managed senior division, well qualified Assistants and well conducted subordinate divisions, are sure to follow. The influence of such a Principal is incalculable. He gives tone to the entire Establishment; his method of teaching and management is a type for all; he leaves the impress of his power on every department in quickened life and energy; the "First Division" is instinct with life and every other division down to the very lowest in the scale, shares in its vitalizing influences, and becomes itself a thing of life. In short the high aim of the Public School is kept in view; it is considered to have a great work to do, and brave attempts are made to equip it for the work.

(b) *In Union Schools, the Public School is poorly equipped.*—In the first place:—"Good Teachers are not needed."—The Principal of the Union Public School is almost invariably a Graduate of a University. And a University Degree seems to be popularly considered a guarantee of sound scholarship and of a genius for School management. Varied attainments and matchless aptitude in teaching must, surely, be indicated by that high distinction! And hence it is argued that, with a Master of rare qualifications for the High School Department, the ability of the first Teacher in the Public School and of the Assistants in general, is a matter of comparative, if not supreme, indifference. The consequences are inevitable. There is really no advanced division of the Public School characterized by high efficiency, and sending out perpetually a life-giving power. The Teacher of the High School department,—the nominal Manager of an unfortunate combination,—is too frequently neither qualified by experience nor able from the circumstances of his position, to supply the place of the lost Public School Principal. The mere stripling, possessing, it may be, Certificates of hard-won honours from his *alma mater*, but utterly without experience in Teaching, Government, Organization,—without any professional knowledge whatever, is placed in charge of a complicated organization, to the successful management of which, great energy and special ability and ripe experience, are absolutely essential,—as if professional skill had been drunk in with the supposed copious streams of Greek and Latin, or could be spontaneously called into being on the first emergency! This is not the language of exaggeration. One of our ablest Teachers, himself an advocate of Union Schools, and the Principal of one of the best of them, states that "Union Schools generally have failed because Head Masters



have not understood Public School work, and often not even High School organization." What follows? The Principal generally knows little, or nothing, of School Organization,—and the movements of the complex machinery which he undertakes to direct, are little better than "tumultuous discord." He knows but little of School Management, and his cheap Assistants, for whose deficiencies he is supposed to compensate, know even less,—mismanagement therefore reigns supreme. He is not a trained Teacher and has but a vague idea of the best methods of instruction,—and the most objectionable modes prevail in every department. And even when the Principal is a really able man, his own work as principal High School Teacher is a sufficient tax upon his powers,—at least he cannot be expected, in addition, "to make good the deficiencies" of his incompetent subordinates.

In the second place: Even where it is admitted that good Teachers are needed, "they cannot be afforded."—It not unfrequently happens that the effort to establish and maintain a High School proves so completely exhaustive that comparatively little can be done for the humbler, but certainly not less important, institutions. The paramount duty of appointing the very best Teachers that can be obtained to do the Public School work, is quietly ignored. The great expense of the High School Department is urged as a reason for the employment of cheap, and, therefore, inferior, Teachers, in all the lower departments of the Union School. "The high Salary paid to the principal Teacher" (although often a greater amount is received from the High School Fund), is held to enforce rigid economy in the appointment of subordinate Teachers. And thus not only are incompetent Teachers engaged on the ground that "they can be hired on reasonable terms," but also the number employed is often far below the requirements of the School. It is not uncommon to find from seventy to one hundred and twenty Pupils in the primary department of a Union School, and a solitary young and inexperienced "Teacher" making a hopeless attempt to do the work of two or three accomplished Teachers. And in reply to all suggestions for the improvement of the Public Schools, comes the unanswerable argument, "We pay a high Salary to the High School Master; we cannot afford so many Teachers in the lower departments,—we must keep down the expenses." The expenses are kept down,—so also are the Schools.

(c) *Poor work makes poor Teachers.*—It has already been pointed out that as the work to be done in the Public Schools is of a very elementary kind, the appointment of good Teachers is generally considered an unnecessary expense. "Anything will do for the primary departments," so that low work generally brings poor Teachers. Not only, so, it tends to make poor Teachers. Even when good Teachers are employed to do such work, they can hardly be expected to retain their excellence. The low grade of the work to be done, and the general indifference, if not contempt, with which it is regarded, tend to stifle all ambition. There is no incentive to labour for distinction, for there is no distinction to win. It is useless to talk of the high moral rectitude, the earnestness of purpose, and the martyr-like consecration to duty, which ought to give a lofty enthusiasm to even the worker in the humblest sphere. There are depressing influences too strong for human nature. To such influences the Teacher, in the circumstances described, is exposed. Instead of comparatively high work,—a work distinct and complete, and of lasting importance in popular estimation, in which there is room for the display of talent, industry and laudable ambition,—there is before him only the dull and deadening routine of the most elementary work, with little or nothing to stir the pulses of intellectual life. It is not to be wondered at, therefore, that listlessness and indifference often take the place of earnestness and zeal; and that a very low type of instruction prevails in too many Union Schools.

## II. DEGRADATION OF THE HIGH SCHOOL.

(1) *Proper Functions of the High School.*—The High School Act declares that in every High School provision shall be made for giving by a Teacher, or Teachers, of competent ability, instructions in all the higher branches of a practical English and

Commercial Education, including the elements of Natural Philosophy and Mechanics, and also in the Latin, Greek, French and German Languages, and Mathematics, so far as to prepare Students for University College, or any College affiliated to the University of Toronto. From this it is evident that the province of the High School is totally distinct from that of the Public School. The Course of Study in this higher Institution is to be much more extensive, and its instruction of a higher order. It proposes to lay the foundation of a more liberal education; to furnish a thorough preparation for the Universities, and for a professional education, to all who might be in circumstances to avail themselves of the rich provision. The High School, therefore, if it is to be a High School in anything but name, cannot be legitimately regarded as merely a department of the Public School. Nor is it to supersede the Public School, or to usurp its functions. Its work is essentially distinct; it exists and carries out its true design only on the condition that the Public School does its own work, and does it well. It is itself, if thoroughly furnished for the work of higher education which it undertakes, practically a graded School, having two, or more grades, or forms, but it is a graded High School. If, therefore, each class of School is true to its own appointed purposes, there can be no substantial reasons urged for a union between them. They may be united, but there is no union in the true sense of the word; there is only a combination of discordant elements, or at least of elements having no necessary connection. Hence, while in a well-graded Public School there is union with unity of design, in a Union School there is union without unity.

(2) *Admission of Unqualified Pupils; Vain Attempt to do both High and Public School Work.*—The degradation of the Public School is, as has already been shown, a universal result of the union; that of the High School follows with almost equal certainty. Its individuality is lost, and its proper functions suspended. It is not an independent, living organism, in every part of which are felt the pulses of a vigorous life; it is rather the powerless head of a system smitten with paralysis. The High School Department soon comes to be regarded as merely a division of the Public School, the highest nominally, although in reality but little in advance of the others. In fact, the Union School is but a poorly graded Public School. It undertakes two important objects, neither of which it accomplishes with even moderate success. Its entire staff of Teachers is insufficient to do the work required by the Public School; yet it proposes to give thorough instruction in all the higher branches of a good English, Classical and Commercial Education. In any graded School the efficiency of the highest division depends upon that of the subordinate divisions; if the work of the latter is badly done, that of the former cannot but be defective. It is evident, therefore, that in a badly graded and poorly equipped Public School, in which, however, the whole power employed is devoted to the proper work of such a School, the senior division itself must necessarily be very inefficient. What then must be the character of the High School in a poorly graded Union School, which undertakes, in addition to the work properly pertaining to a Public School, the more extensive Course prescribed for the higher order of Schools? Vast numbers of ill-prepared Pupils are drafted into the High School for the double purpose of relieving the lower Schools of the superabundant "population," and of increasing the Government Grant to the High School. These require honest instruction in the rudiments of the Public School Course. For months, perhaps years, to come, the Public School would be their proper home; but they are in a High School; High School work must be done, or rather attempted; and, accordingly, they are hurried, contrary to the interests of sound education,—to say nothing of humanity,—into subjects which they cannot comprehend, and for which their previous want of training, renders them totally unfit. The consequences may, perhaps, be imagined, but cannot be described. The High School is incapable of the work for which it draws a liberal allowance from the Public Treasury; it is not true to the pledges on which alone it was established; it has trenched upon the Public School domain; it has descended to do the rudimentary work of the Primary School; and even in this it falls below the humbler School whose functions it has usurped, and whose proper business it is to do such work. For how

can the over-burdened Master perform all the work required at his hands? I say nothing of the tax upon his time and energy imposed by his supervision of the Public School. How can he do the elementary work required by the many and the advanced work required by the few? The many require sound instruction and thorough drilling in all the subjects of the Public School Programme, for it must not be forgotten that, even if the standard fixed for the admission of Pupils is strictly adhered to, there is the important work of the three highest Classes of the Public School to be done. The Union School, therefore, undertakes too much; it attempts more than can possibly be accomplished; it promises High School work; it ought to do, considering the materials it has to work upon, only elementary, or at most advanced, Public School work. But it is "paid" to be a High School, and it cannot confine its teaching to Public School work alone. On the other hand, it is utterly unable to satisfy the requirements of a *bona fide* High School, and is reduced to the miserable necessity of "keeping up appearances," in spite of which it remains "the baseless fabric of a vision."

### III. TENDENCY TO MULTIPLY POOR HIGH SCHOOLS.

Moreover, under the operation of the clause of the School Law which permits the formation of Union Schools, High Schools are established in localities where there is no possibility of their being required to do *bona fide* High School Work; and not a few moribund Schools escape extinction, though they richly deserve to die. There can be no doubt that the low-grade High Schools which have had a local habitation in places unbled by the presence of a decent Public School, would long ago have perished, had not the saving clause referred to been interposed to perpetuate their unhappy existence. And it is beyond all dispute that, under the influence of the same creative clause, "High Schools" have been established in Villages which have not made due provision for the wants of their Public Schools, and which are, in fact, violating the Public School Law through an inability, or an unwillingness, to provide the requisite number of Teachers to do the Public School work. A certain Town, or Village, for example, has a "Graded School;" it is not a superior Public School; it may have upwards of a hundred Pupils in its primary department; every department may be overcrowded; its staff of Teachers may be, both in number and efficiency, far below its requirements; but still it is a graded School; it has a "senior" division; this can easily be converted into a High School; other and less pretentious places have a High School; it pays to have a High School, and a "High School" is established, while the commanding duty of maintaining a high class Public School is totally ignored. More than one School, too, which, from various causes, was on the point of closing, has been enabled to baffle fate by uniting with the Public School, professedly for the sake of systematic gradation, but really for the purposes of "economy,"—the High School Grant not being needed for really higher work for which, as time has fully shown, there is no need and no demand, "must not be lost to the Municipality;" it must be secured for the Public School. It is unnecessary to say that as part of the Public School the High School is even less efficient than before, unless, indeed, efficiency depends exclusively on numbers.

### IV. INJUSTICE DONE BY THE UNION TO REALLY GOOD HIGH SCHOOLS.

It must not be forgotten that these low grade Union Schools take rank as High Schools at the expense of Institutions that are really doing excellent High School work. It is not to the most excellent High Schools that the largest Apportionments are made; it is to the large Union Schools, whose Classical department is indeed magnificent if judged by its numbers, but may be considered almost despicable if judged by the quality of its work. To cite an example:—One of the Union Schools, seizing a favourable opportunity for enlarging the borders of its Classical department, which had been reduced to a very low state as to both number and proficiency of its Pupils, incorporated with the expiring High School several divisions of the Public School *en masse*,—



admitting at the Entrance Examination nearly a quarter of a thousand Pupils. There was no increase in the number of Teachers; there was no additional expense incurred in procuring a higher class of Teachers; the divisions had been under Public School Teachers, and under Public School Teachers they remained. It is doing very little High School work, as may be gathered from the Report, from which follows a quotation:—

The number of fair Scholars as compared with the entire number of Pupils enrolled is very small; the divisions of the Union School are conducted as before incorporation with the High School; all Common School Teachers except the Principal and one Assistant; Masters complain that there is no possibility of turning out advanced Scholars, because the Pupils leave School as soon as they can get anything to do. Latin,—one in Cicero did fairly; three in Virgil,—not well up in Grammar,—failed to conjugate *Venio*; six in junior Latin class, did badly. Classics very low. English analysis and parsing not well done even by the best in the School; “like,” (in the sentence “And first one universal shriek there rose, like a crash,”) parsed as an adjective qualifying “crash.” The highest Class did fairly in correction of False Syntax.

Let it be understood that I do not blame the Teachers for this poor exhibition of High School results. The Principal is a good Classic, and, doubtless, all his Assistants are qualified for their respective positions. But the stubborn fact remains, that the Institution is doing but little High School work. Yet it claims to be a High School; and it receives from the High School Fund this year, for the special purpose of doing the work of a High School, no less than Three thousand dollars,—a sum not equalled by any of the Grants made to the best High Schools, or Collegiate Institutes, in the Province. In fact, the Municipality in which the School in question is situated is drawing large amounts from the High School Fund to do the Public School work, for which it formerly had to provide by local taxation. Many examples of a similar character might be easily cited. It is obvious, therefore, that these Union Schools exist at the expense of the really efficient High Schools, and that the latter suffer a serious injustice under the present operation of the Law regarding Union Schools. There are a few Schools nominally non-Union Schools, whose Apportionment from the Fund is largely in excess of what it really merits; but this is due to certain transient causes. The results under consideration are, I believe, a necessary consequence of Union.

It is only fair to admit that some of the Union Schools are doing very respectable work; but their excellence, far from being a consequence of Union, has been achieved in spite of it. The Masters who have brought about this result are generally men of energy and ability, and thoroughly accomplished in all that pertains to the successful management of graded Schools; and their efforts have, in every case, been wisely and liberally encouraged and sustained by the School Boards who had been so fortunate as to secure their services. But whatever degree of success may have attended such exceptionally favoured Schools, their success, under equally favourable circumstances, would have been far greater as independent High Schools.

I know it is said by some, whose opinions are entitled to respect, that these general defects and universal tendencies of Union Schools are no necessary part of the System,—that they are accidents due to causes which it is only necessary to eliminate to secure its complete success. “You have only to satisfy certain conditions, and the success of Union Schools will be beyond question.” But can these conditions be satisfied? Have the tendencies which have been so frequently pointed out as universally characteristic of Union Schools no necessary connection with the system, and are all arguments against it merely of the character *post hoc ergo propter hoc*! “It is only necessary to satisfy certain conditions.”

Exactly so. If the Principal of the Union School is thoroughly accomplished in the work of both High and Public Schools; if he is provided with an able staff of High School Assistants, sufficiently numerous to afford him the time necessary for the thorough supervision of the Public School; if the head of the highest division of the Public School knows his work, and does it well, and all the other departments are in charge of Teachers equally competent for their respective positions; if there is a sufficient number of these

to ensure the thorough grading of the School, so that all the work of a high class Public School Course is efficiently carried on; if only those Pupils are drafted into the High School who are in every respect qualified, and who honestly desire and need a High School Course; if the wise and far-reaching policy of its able Head is heartily and liberally sustained and encouraged by the Board of Trustees; if the admitted tendencies of Union can by some, I know not what, means be arrested,—then, doubtless, Union Schools will be successful, and the entire system will stand beyond reproach. But for the reasons already advanced, among many others which might be urged, I hold the opinion that it would be immeasurably better to make the two classes of Schools entirely distinct. Existing Unions need not be rudely severed. Give a reasonable time to enable them to prepare for the change, and, meantime, let no more Union Schools be established. I am persuaded that such a course will be incomparably the best for the educational interests of the Country.

TORONTO, June, 1872.

J. A. McLELLAN, High School Inspector.

## CHAPTER XXVIII.

### CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, HIGH AND PUBLIC SCHOOLS IN ONTARIO, FOR THE YEAR 1872.

TO HIS EXCELLENCY THE HONOURABLE WILLIAM PEARCE HOWLAND, C.B., LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO:

I herewith present my Report to Your Excellency on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1872, and for the twenty-ninth year of my incumbency.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Tables accompanying this Report:—

#### I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant was \$204,758. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books was \$20,560, increase, \$5,364.

2. The amount from County Municipal Assessment was \$531,391, showing a remarkable increase of \$38,909.

3. The amount available from Trustees' School Assessment was \$1,232,101,—increase, \$204,916, being the largest increase in this item yet reported.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1872, was \$541,459,—increase, \$130,825.

5. The Total Receipts for all Public School purposes for the year 1872 amounted to \$2,530,270, or considerably over two millions and one-half of dollars, showing an increase of \$405,799 over the total Receipts of the preceding year, being by far the greatest and most gratifying increase ever reported since the establishment of our Public School System. Considering that this was the second year of the operations of the new School Act, this result is most encouraging, and speaks well for the educational prosperity of the Country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting Table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase

in the total Receipts since 1860,—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School authorities. The Table is as follows:—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment.	278,693	278,085	274,471	287,768	304,382	308,092	319,154	351,873	362,375	372,743	385,284	492,481	531,391
Trustees' School Assessment.....	556,682	587,297	620,268	631,755	659,380	711,197	760,366	799,708	855,538	890,834	951,099	1,027,184	1,232,101
Total Receipts....	1,324,272	1,351,279	1,396,123	1,432,885	1,484,187	1,545,000	1,607,971	1,670,335	1,789,332	1,827,426	1,944,364	2,124,471	2,530,270
Increase in Total Receipts.....	14,452	57,006	14,843	36,762	51,301	60,813	62,970	62,364	118,997	38,093	116,938	180,106	405,799

1. The amount paid by Trustees for Salaries of Teachers in 1872, was \$1,371,593,—increase, \$180,117, a most gratifying increase, and showing a desire on the part of Trustees to give Teachers a fair remuneration.

2. For Maps, Globes, Prize Books and Libraries, \$47,798,—increase, \$14,715. The Legislative aid given to Trustees for these objects was \$20,560.

3. For Sites and building of School Houses, \$456,042,—increase, \$194,208. This unprecedentedly large increase is without a parallel, and is no doubt due to that most salutary provision of the new School Law, which requires the Trustees to provide suitable Accommodation for all the Pupils in their School Divisions. This great increase (of \$194,208), in the Trustees' expenditure for Sites and School Houses, proves the impetus given to School House building by the Act of 1871. The increased Expenditure under these heads, in 1871, was \$54,333, and, in 1870, only \$16,129. This Expenditure of nearly half a million dollars for Sites and School Houses in 1872, is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For Rents and Repairs of School Houses, \$104,394,—increase, \$41,241.

5. For School Books, Stationery, Fuel and other expenses, \$227,534,—decrease \$26,214. These "other expenses" are doubtless, for Fuel and other contingencies not formerly reported by the Trustees.

6. Total Expenditure for all Public School purposes, \$2,207,364,—increase, \$404,069, or an increase nearly four and one-half times greater than the increase of 1871 over 1870.

7. Balances of School Moneys not paid at the end of the year when the Returns were made, \$322,906,—increase, \$1,729.

## II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the Trustees' Returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division; but it confers the equal right of attending the Schools upon all residents in such Division between the ages of five and twenty-one years.

1. The School population reported by Trustees, (including only children between the ages of five and sixteen years), was 495,756,—increase, 6,141.

2. The number of Pupils between the ages of five and sixteen years attending the Schools was 433,664.—increase, 10,631. Number of Pupils of other ages attending the Schools, 20,998,—decrease, 2,295. Total number of Pupils attending the Schools, 454,662,—increase, 8,336.

3. The number of Boys attending the Schools, 238,848,—increase, 3,782. The number of Girls attending the Schools, 215,814,—increase, 4,554.

4. The ages of Pupils are this year reported for the second time. There are 2,274 under five years of age; 217,618 between five and ten; 213,566 between ten and sixteen; 21,204 between sixteen and twenty-one.



5. The number reported as not attending any School is 12,323,—increase, 305. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of Trustees, Parents and Inspectors, is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened, or disappear, through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of Compulsory Education.

### III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

1. This Table has been rendered necessary in consequence of the system of classification of Pupils which the new Programme has introduced into the Public Schools. It presents a most striking fact, and shows that the number of Pupils which have been put back from the higher Classes of the old system to the first and second Classes under the new system are 50,450, or 37,757 of the first Class, and 12,693 of the second. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the Pupils in the various Schools.

2. Another gratifying fact is shown by this Table in the large number of Pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The Table is referred to for further information in regard to the number of Pupils in each of the several subjects taught in the Schools,—indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

### IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,661 Schools reported, 5,476 Teachers have been employed,—increase, 170; of whom 2,626 are male Teachers,—decrease, 15; and 2,850 are female Teachers,—increase, 185. It will thus be seen that the number of female Teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 903,—decrease, 8; Church of Rome, 657,—increase, 34; Presbyterians, (of different classes), 1,627,—increase, 44; Methodists, (of different classes), 1,746,—increase, 84; Baptists, (of different classes), 302,—increase, 4; Congregationalists, 58,—decrease, 8; Lutherans, 20,—increase, 5; Quakers, 19; Christians and Disciples, 47,—increase, 13; reported as Protestants, 52,—increase, 8; other persuasions, 41.

N.B.—Of the 657 Teachers of the Church of Rome, 403 are employed in the Public Schools and 254 are Teachers of Roman Catholic Separate Schools.

3. *Teachers' Certificates.*—Total number of Certificated, or Licensed Teachers reported is 5,476,—increase, 170; Provincial Certificates, 1st Class, 307,—decrease, 20; 2nd Class, 731,—increase, 214; County Board Certificates of the old Standard, 1st Class, 1,030,—decrease, 482; 2nd Class, 746,—decrease, 757; 3rd Class, 84,—decrease, 316; New County Board Certificates, 2,000; Interim Certificates, 578.

4. Number of Schools in which the Teacher was changed during the year, 700,—decrease, 200. I cannot but regret this tendency on the part of Trustees to change their Teachers. Such a change cannot, as a general rule, be beneficial to the Pupils. It has the effect of rendering the instruction desultory, and without any continuity, and weakens the tie which should exist between Pupil and Teacher.

5. Number of Schools which have more than one Teacher, 452,—increase, 124.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, \$600,—the lowest, \$96 (!); in a City, the highest, \$800,—the lowest, \$400; in

a Town, the highest, \$1,000,—the lowest, \$260; in an Incorporated Village, the highest, \$750,—the lowest, \$144. The average Salary of male Teachers in Counties was \$305,—of female Teachers, \$213; in Cities, of male Teachers, \$628,—of female Teachers, \$245; in Towns, of male Teachers, \$507,—of female Teachers, \$216; in Incorporated Villages, of male Teachers, \$436,—of female Teachers, \$212. While the increase during 1872 is satisfactory and an improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School Education, are those Trustees and Parents whose aim is to get what they mis-call a "cheap Teacher," and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retain good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give higher wages for good Labourers than to give lower wages to poor Labourers. Good Teachers cannot be got for inferior Salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS.

The whole number of School Sections reported, 4,777,—increase, 124, chiefly in new Townships. The number of Schools reported as kept open is 4,661,—increase, 63; these also mostly in new Townships.

2. *Free Schools*.—I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the Annual School Meetings, the voice of the Country, which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature; and that, from the year 1871, the Public Schools of the Province of Ontario have been declared Free to all residents between the ages of five and twenty-one years.

3. The increase in number of School Houses was 41,—92 Brick, 27 Stone, 71 Frame. There is a most satisfactory decrease in the number of Log-built School Houses, there being no less than 149 of this class either demolished, or sold, while Stone, Brick, and Frame School Houses have been substituted.

4. The whole number of School Houses reported is 4,717, of which 990 are Brick, 452 Stone, 1,999 Frame, 1,276 Log. I shall refer to this subject in a subsequent part of this Report.

5. *Titles to School Sites*.—Freehold, 4,403,—increase, 191; Leased and Rented, 314,—decrease, 150.

6. *School Visits*.—By Inspectors, 10,613,—decrease, 321; by Clergymen, 7,924,—increase, 307; by Municipal Councillors and Magistrates, 2,088,—decrease, 1,153; by Judges and Members of Parliament, 369,—decrease, 26; by Trustees, 19,284,—increase, 230; by other persons, 36,374,—increase, 1,806. Total School visits, 76,652,—increase, 843. This does not indicate any diminution of zeal and interest in Public School Education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures*.—By Inspectors, 2,289,—increase, 11; by other persons, 309,—decrease, 56. Whole number of School Lectures, 2,598,—decrease, 45. The Lectures delivered by other than Inspectors are, of course, voluntary; but the Law requires that every Inspector shall deliver, during the year, at least one Lecture on Education in each School Section under his charge; and the number of School Sections reported, with



Schools open in them, is 4,661. There are, therefore, 2,063 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an educational Lecture, has not been observed. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of Lectures delivered. Many of the County Inspectors have informed me that during this, their second year of office, they preferred to give the time to the Examination and Classification, and in many cases, to the actual Organization of Schools. Next year will, no doubt, witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one Lecture in each School Section, on some subject of educational requirement, or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of Visits to Schools by the Inspectors was equal to the requirements of the Law. Their effect has already been most salutary upon the Schools.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the holidays, was eleven months and seven days in 1872. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools,—that is, according to the number of Pupils instructed in the Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 9,203,—increase, 1,919, although less than two for each School. The Law requires that there should be in each School a public quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates), resident in the School Sections. I think the time has now arrived, (under the new and improved system inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, or are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School Education; and such Examinations will doubtless, under the new and improved Programme of Studies, command a large attendance of Parents, Trustees and friends of the Pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose, or poetry, by the Pupils was 2,841,—increase, 202. This exercise should be practised in every School, (and I am glad its use is increasing, as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of Pupils and are happy interludes in the exercises on days of Public Examinations; and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,708,—increase, 332,—there has also been an increase in the aggregate amount of Prize Books applied for and sent out to the Schools. As noted in my former Report, I may remark that in every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence, or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the Law in not holding



Public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases, there has been a desire to give something to every Pupil, without reference to either conduct, or progress, in order that none may complain, thus defeating the very object of Prizes, and rejecting the principle on which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one according to his works. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of Prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is, therefore, contrary to every-day practice in all the relations of life. If the distribution of Prizes is decided fairly according to merit, there can be no just ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each Term of the year,—a four-fold motive to exertion and emulation in everything that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching, and attention to everything essential to an efficient School; nor does he desire the test of a periodical examination of his Pupils by an Examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary Elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place the most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious and of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglector shall be sent empty away. Providence does not reverse its order, or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead level notions of stationary Teachers, and the envious murmurings of negligent and unsuccessful Pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our System of Merit Cards, carried out by Teachers, very little objection would ever be heard against the plan of awarding Prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal

Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will, at the end of the quarter, or half-year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of the Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, that he can be as punctual, as diligent and maintain as good conduct, and so acquire distinction and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single Examinations at the end of the Term, or half-year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalry at a single examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the mottoes on each Card are all taken from the sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School Discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments.*—Of the 4,661 Schools reported, the daily exercises were opened and closed with Prayers in 3,703 of them,—increase, 337; and the Ten Commandments were taught in 2,943,—increase, 1,015. The Law wisely provides that “no child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians expressed in writing.” The Religious Instruction, Reading and Exercises, are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce or compel compliance with those provisions and recommendations. In some instances the Reading and Prayers may be according to the forms of the Roman Catholic Church; but generally, those Exercises are Protestant. The fact that in 3,703 Schools, out of 4,661, Religious Exercises of some kind are voluntarily practised, indicates the prevalent Religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not by any means indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious Persons who think the day School, like the Farm fields, the place for secular work, the Religious Exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that, (although in some few instances, this duty may be unworthily performed, yet), from so many humble shrines of learning the Prayer for Divine wisdom and guidance goes up with faith to Him who has promised to give “liberally” to them that ask Him and to upbraid them not.

13. *Text Books.*—In a previous Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text Books for the Schools, but a uniform series of excellent Canadian Text Books, and the complete success of those measures. These Text Books are now universally used. As, however, it was frequently stated that the Text Books of Schools were so often changed, I appended to my Report for 1871 a Memorandum on the subject showing that no changes have been made, but once, or twice, (in Arithmetic and Grammar), in twenty-five years.



14. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,581, (or nearly all), the Schools,—increase, 13; Globes are used in 1,584 Schools,—increase, 240; Maps are used in 4,091 Schools,—increase, 212. Total number of Maps used in the Schools, 30,747,—increase, 1,396.

#### VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 171,—increase during the year 11.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance of Pupils, as compared with that at the Public Schools in the same Municipalities, was \$11,513,—increase, \$2,432. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was \$814,—increase, \$239. The amount of School rates from the Supporters of Separate Schools, was \$41,133,—increase, \$6,318. The amount subscribed by Supporters of Separate Schools, and from other sources, was \$15,349,—decrease, \$9,998. Total amount received from all sources was \$63,810,—decrease, \$1,008.

*Expenditures.*—For payment of Teachers, \$45,824,—increase, \$3,430; for Maps, Prize Books and Libraries, \$1,716,—increase, \$459; for other School purposes, \$21,269,—decrease, \$4,898.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 21,406,—increase, 206. Average attendance, 10,584,—increase, 213.

5. The whole number of Teachers employed in the Separate Schools was 254,—increase, 5; male Teachers, 87,—increase, 3; female Teachers, 167,—increase, 12. Teachers of religious orders, male, 29,—increase, 3; female, 57,—increase, 13.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

*General Remarks.*—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario, are Non-denominational. Equal protection is secured to and enjoyed by, every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table D, and noted previously, the number of Roman Catholic Teachers of the Public Schools is 657, of whom 254 only are Teachers in Separate Schools. There were, therefore, 403, (increase during the year, 29), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as executive, administration of the School System. I may also observe, that according to the Inspectors' Returns, for 1872, there were 495,756 children in Ontario between the ages of 5 and 16. Of these, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic Parents. Of these 75,000 Roman Catholic children, only 21,406 (not one-third of the Roman Catholic School population), attend the Separate Schools: the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 403 Roman Catholic Teachers are employed; and yet not a complaint has been made of even attempt at proselytism, or interference, with Religious rights guaranteed by Law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The Law has been fairly and equitably administered to them, and I hear of no complaint from them



## VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

*Receipts.*—The balances reported from the preceding year, (that is, of moneys not paid out by the 31st of December, 1871), was \$10,299,—increase, \$2,258. The amount received by the High School Boards from the Legislative Grant for the Salaries of Teachers, was \$77,930,—increase, \$12,394. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was \$1,613,—increase, \$345. The amount of Municipal Grants in support of High Schools, was \$84,970,—increase, \$34,296. The amount received for Pupils' Fees, was \$20,270,—increase, \$1,284. Balances of the preceding year and other sources, \$28,184,—increase, \$9,110. Total receipts, \$223,268,—increase, \$59,688.

*Expenditures.*—For Salaries of Masters and Teachers, \$141,812,—increase, \$27,950; for Building, Rents and Repairs, \$31,360,—increase, \$7,196; for Fuel, Books and Contingencies, \$32,962,—increase, \$20,534; for Maps, Prize Books, Apparatus and Libraries, \$3,869,—increase, \$1,442. Total expenditure for the year 1872, \$210,005,—increase, \$57,124. Balances of moneys not paid out at the end of the year, \$13,263,—increase, \$2,564.

*Number of Pupils*, 7,968,—increase, 478. *Number of Schools*, 104.

## VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

Table H shows both the subjects taught and the number of Pupils in such subjects in each of the High Schools, the names, University Degree, (or Certificate), of the Head Masters, and the number of Masters employed in each School, etcetera

*Number of Pupils.*—English Grammar and Literature, 7,884; in Composition, 7,728; in Reading, Dictation and Elocution, 7,836; in Penmanship, 7,178; in Linear Drawing, 3,176; in Book-keeping, 3,127; in Arithmetic, 7,834; in Algebra, 6,033; in Geometry, 3,894; in Christian Morals, 2,612; in Logic, 219; in Trigonometry, 174; in Mensuration, 2,592; in History, 7,513; in Geography, 7,715; in Natural Philosophy, 2,933; in Chemistry, 2,894; in Natural History, 2,408; in Physiology, 1,618; in French, 2,228; in German, 341; in Latin, 3,860; in Greek, 900; in Gymnastics and Drill, 840.

Of the School Houses, 51 were of Brick, 21 Stone, and 26 Frame; 17 were rented, or leased, the remainder Freehold. Galt has the finest Play Ground of any of the High Schools: it consists of seven acres; Owen Sound and London, five acres; Barrie, Guelph and Lindsay, four acres. The other Play Grounds vary in size, the smallest being only one-quarter of an acre,—or one-half of the minimum size required of the smallest Public School. The estimated value of each School House and Site varies from \$30,000, (Toronto and Peterborough), down to \$300! (Alexandria and Kemptville).

Sixty-five High Schools were under Union High and Public School Boards; Kingston is the oldest High School in Ontario, dating from 1792; Cornwall, 1806; Brockville, 1818; Niagara and Williamstown, from 1828; St. Catharines, 1829. 1,887 Maps were used in the 104 High Schools; 60 Schools used the Bible; in 90 there were daily Prayers; 78 Pupils Matriculated at some University during 1872; 486 Pupils entered Mercantile life; 300 adopted Agriculture as a pursuit; 213 joined the learned professions; 536 went to other occupations. The number of Masters engaged was 239, nearly all the Schools having now additional Masters, a great improvement on 1871, when the great majority of the Schools were content with the services of but one Master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the Pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this Report. In the meantime I would refer to the admirable Report to me of the able Inspector, Doctor James A. McLellan, in Chapter XXVII.

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the

locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes:—

"The new School Law provides for the establishment and maintenance of three classes of superior English and Classical Schools, videlicet:—

"I. High Schools for teaching Classical and English subjects,—in which Boys and Girls may be instructed together, or separately.

"II. High Schools in which Boys and Girls may be instructed in English subjects alone.

"III. Collegiate Institutes, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at least sixty Boys in Greek and Latin.

"Parties wishing to have a High School of either class in their locality, authorized by His Excellency the Lieutenant-Governor-in-Council, are requested to furnish the Education Department with the following information:—

"1. The distance of the proposed High School from the nearest adjoining High Schools.

"2. The population of the Town, or Village Municipality in which it is proposed to place the High School.

"3. The boundaries of the proposed new High School District, as fixed by the County Council, (with copy of the proceedings of Council in the case).

"4. The amount of Taxable property in such High School District.

"5. The description of the proposed High School Building, as regards,—

"(a) Its situation; the extent of its Site; size of Playground; and extent of Outside conveniences, etcetera.

"(b) Size, Site and description of the proposed Building; number of Class Rooms devoted to teaching; room for Teacher, Hat, Cloak, Map and Book Presses, etcetera.

"6. Written guarantee must be given to the Department by responsible parties, (1) That a suitable Building distinct from the Public School House, (or if in the Public School Building, on a separate flat, or in a separate Wing), will be provided; (2) That, at least two competent Teachers shall be employed in the proposed High School, and that no Preparatory Department will be introduced without the consent of the Department.

"Trustees of High Schools who desire to have the title of Collegiate Institute conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information:—

"1. The name and designation of each Master employed in the School, and the number of his teaching hours per day.

"2. The name and designation of each Assistant Teacher, (if any), and the number of his teaching hours per day.

"3. The aggregate attendance of Boys studying Latin, or Greek, during the whole of the previous civil year, and during the Two terms of the School preceding the application.

"4. The daily average attendance of Boys in Latin and Greek during the periods named.

"5. The income from all local sources during the preceding civil year.

"6. The description of the proposed Collegiate Institute Building, as regards,—

"(a) Its situation and extent of its Site; description and size of the Building; and its state of repair.

"(b) The number of Rooms devoted to teaching purposes in it; and their sizes.

"(c) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps, number of Volumes in Library, (if any).

"(d) Size of Playground and extent of outside conveniences, etcetera.

"7. A written guarantee must be given by the Trustees that no Preparatory Department, or Classes will be introduced without the consent of the Department, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with."

*Collegiate Institutes and High Schools Authorized by the Lieutenant-Governor.*

His Excellency the Lieutenant-Governor has been pleased to confer upon the under-mentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, videlicet:—

1. Galt; 2. Hamilton; 3. Peterborough; 4. Cobourg; 5. Kingston; 6. St. Catharines; 7. Ottawa.



His Excellency has also been pleased to authorize the establishment of the following new High Schools,—suitable accommodation and the employment of two Masters having been guaranteed, *videlicet*:—

1. Alymer, in the County of Elgin. 2. Listowel, in the County of Perth. 3. Hawkesbury, in the County of Prescott.

#### IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS AT THE GRAMMAR SCHOOLS.

Of late years the practical value of the science of Meteorology, as I intimated last year, has been recognized by all civilized Governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the Laws which control Atmospheric Phenomena. The recent establishment of the Storm Signal Office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological Observations. The daily weather Reports and the “probabilities” founded on the Observations, have been most valuable, instructive and interesting. The system of “Drum Signals” established on the English coast by the late Admiral Fitzroy, although not appreciated at first, has become a necessity, and, under the good providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America:—

“Tables of the Mean Temperature of the Air in the year, and in different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dove, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers, and at different times, should be brought together and co-ordinated, has conducted, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe. In regard to land stations, Professor Dove’s Tables have shown that ‘data are still pressingly required from the British North American Possessions intermediate between the Stations of the Arctic expeditions and those of the United States; and that the deficiency extends across the whole North American Continent, in those latitudes from the Atlantic to the Pacific.’”

A recent return published under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological System for the Dominion, which cannot fail to be of great service to the cause of Science and to the great Agricultural as well as the Maritime interests of the Country.

The High School System of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily Observations are taken of Barometric pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, Direction and Velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other Meteoric Phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly Report of certain Observations, which is prepared for publication in any local Newspaper the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers’ Reports, after strict examination, are arranged and preserved for further investigation.

In my Report of 1867, the results of most of the Observations were presented in the form of synchronous curves, but, as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted.



I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

#### X.—TABLE K.—NORMAL AND MODEL TRAINING SCHOOLS.

The County Examinations held throughout the Province, in 1872, have demonstrated the great value and usefulness of the Normal School. Every one of its Students who was examined has acquitted himself well. Of the seven who obtained First Class Certificates in July, five, and of the ten who passed in December for First Class, seven were Normal School Students. The great practical value of the instruction given to the Students of that Institution by the Reverend Doctor Davies, the Principal, Doctor Carlyle and Mr. Kirkland, fully sustain the high reputation which the Institution has acquired throughout the Country. The whole System has been, of late years, brought to a degree of thoroughness and practical efficiency even in its minutest details that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and, therefore, the Entrance Examination, (which is always in writing), has been made increasingly severe. One hundred and sixty of those admitted have been Teachers. The establishment of the third Mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged Buildings for the Model Schools will add greatly to the practical character and efficiency of these Schools of practice in the Normal School Course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly three additional Normal Schools may soon be established.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them during the 'twenty-three years' existence of the Normal School; the second abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of these Students.

Table K shows that of the 6,759 admitted to the Normal School since 1847, (out of 7,464 applications), 3,290 of them had been Teachers; and of those admitted, 3,448 were males, and 3,311 were females. Of the 3,448 male Candidates admitted, 2,286 of them had been Teachers; of the 3,311 female Candidates admitted, 1,004 of them had been Teachers. The number admitted the first Session of 1872 was 202, the second Session, 139,—total, 341. Of the whole number admitted, 168 were males, and 173 females. Of the male Students admitted, 107 had been Teachers; of the female Students admitted, 53 had been Teachers.

#### XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS IN ONTARIO.

The Public and High Schools are only a part of our Educational agencies, the Private Schools, Academies and Colleges must, therefore, be referred to in order to form an approximate idea of the state and progress of Education throughout the Province. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According

to the information obtained, there are 16 Colleges, (some of them possessing University powers), with 2,700 Students; 258 Academies and Private Schools, with 6,670 Pupils, which are kept open eleven months, and employed 406 Teachers. Total Students and Pupils, 9,370.

## XII.—TABLE M.—FREE PUBLIC LIBRARIES ESTABLISHED.\*

1. The amount expended in Library Books during 1872, is \$4,421, of which one-half has been provided from local sources. The number of Volumes supplied is 6,015.

2. The value of Public Free Libraries furnished to the end of 1872 was \$143,247,—increase, \$4,422. The number of Libraries, exclusive of subdivisions, 1,226,—increase, 51. The number of Volumes in these Libraries was 253,512,—increase, 9,625.

3. Sunday School Libraries reported, 2,899,—increase, 54. The number of Volumes in these Libraries was 365,857.

4. Other Public Libraries reported, 185. The number of Volumes in these Libraries was 130,873.

5. The total number of Public Libraries in Ontario is 4,310. The total of the number of Volumes in these Libraries is 750,242.

6. *Number and Classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1872 inclusive.*—The total number of Volumes for Public Free Libraries sent out, 253,512. The classification of these Books is as follows:—History, 43,889; Zoology and Physiogy, 15,652; Botany, 2,872; Phenomena, 6,244; Physical Science, 4,877; Geology, 2,169; Natural Philosophy and Manufactures, 13,485; Chemistry, 1,576; Agricultural Chemistry, 795; Practical Agriculture, 9,873; Literature, 24,178; Voyages, 22,420; Biography, 29,067; Tales and Sketches, (Practical Life), 71,415; Fiction, 1,678; Teachers' Library, 3,312. Total number of Prize Books sent out, 627,590. Grand Total of Library and Prize Books, (including, but not included in the above, 18,563 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 899,049.

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under Regulations prepared, according to Law, by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified Catalogue of about 4,000 works, (which have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the local Municipal and School Authorities desirous of establishing and increasing a Library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an Apportionment in Books of 100 per cent. upon the amount which they provide for the purchase of such Books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of Stock, and to add to the Catalogue yearly new and useful Books, which are constantly issuing from the European and American Press. There is also kept in the

\* As an instance of what practical use Libraries may be in numberless directions, I would call attention to the following statement of the library enterprise of the American Seaman's Friend Society of New York City. The American Seaman's Friend Society has been engaged for several years in supplying sea-going Vessels with Libraries for the special use of the men in the fore-castle. \* \* \* The amount of good accomplished through these Libraries is beyond computation. Sea Captains pronounce them indispensable help in administering the ship discipline, while Seamen acknowledge the personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought, in some instances, the reformation of the whole crew; and everywhere abroad under its influence. Intemperance, profanity and ignorance gave way to intelligence and morality, fore-shadowing for our Sailors a brighter future through a better informed and a more hopeful life.



Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.

**XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.**

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was \$42,266,—increase, \$12,189. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied for, and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 401; of Europe, 516; of Asia, 401; of Africa, 364; of America, 453; of British North America and Canada, 546; of Great Britain and Ireland, 242; of Single Hemispheres, 351; of Scriptural and Classical, 191; of other Charts and Maps, 827; of Globes, 275; of sets of Apparatus, 65; of other pieces of School Apparatus, 2,046; of Historical and other Lessons, in sheets, 31,261. Number of Volumes of Prize Books, 63,721.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established until 1855. From that time to the end of 1872, the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was \$365,384, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 3,036; of Europe, 4,614; of Asia, 3,726; of Africa, 3,422; of America, 3,916; of British North America, and Canada, 4,462; of Great Britain and Ireland, 4,111; of Single Hemispheres, 3,115; of Classical and Scriptural Maps, 2,963; other Maps and Charts, 6,718; Globes, 2,340; sets of Apparatus, 509; single articles of School Apparatus, 17,127; Historical and other Lessons in Sheets, 198,528; Volumes of Prize Books, 627,590.

8. I also repeat the following explanation of this branch of the Department:—

The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The Globes and Maps manufactured, (even the material), in Ontario, contain the latest discoveries of Voyagers and Travellers, and the executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Powers, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with Copies and Models, purchasing certain quantities of the Articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these Articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic Manufactures are introduced, and Mechanical and Artistical skill and enterprise are encouraged, and many aids to School and Domestic Instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the Articles and Books procured, so that it does not cost either the Public Revenue, or School Fund a penny beyond what is apportioned to the Municipalities and School Sections, providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various Articles of School Apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.



(1) TABLE SHOWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1872, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legisla- tive Grant.	Total value of Library, Prize & School Books, Maps and Appa- ratus despatched.
	Public School Library Books	Maps, Apparatus and Prize Books		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167

## (2) BOOK IMPORTS INTO ONTARIO AND QUEBEC, 1850-1872.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Pro- vinces.	Proportion im- ported for the Education De- partment of On- tario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
$\frac{1}{2}$ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,386	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	224,582	254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874
1869-1870.....	220,371	351,171	571,542	13,019
1870-1871.....	146,435	411,518	557,953	13,078
1871-1872.....	212,644	477,581	690,225	20,315

## (3) EXPLANATORY REMARKS ON THE WORKING OF THE DEPOSITORY.

As certain parties have objected to the Depositories for the supply of High and Public Schools with Maps, Charts, Apparatus, Prize and Library Books, as an interference with private trade, I caused a Circular to be addressed to each of the leading Educationists in the United States, and in the other Provinces, etcetera; also to the County, City and Town Inspectors of Public Schools in this Province. The Circular of enquiry, with the replies which I have received, I have inserted in this Report.\*

## (4) THE GENERAL QUESTION PRACTICALLY DISCUSSED.

In every Country the interests of Education, at least in its elementary organization, are committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But, it may be asked:—"What is expected of such a department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal Reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the Nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular Education is especially entrusted to the care and oversight of a responsible public Department. If it be so, the question then is, "How can this be best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as Institutions that should be made to subserve the interests of the Trades and Professions whether it be of Book-sellers or of Private Schools or Institutions for the training of School Masters.

## XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.

1. This Table shows the age and service of each Public School Pensioner in Ontario up to the close of 1872, and the amount which he receives. The system, according to which aid is given to worn-out Public School Teachers, is as follows:—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of Superannuated, or worn-out, Public School Teachers. The allowance cannot exceed six dollars annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a subscription to the Fund of four dollars for the current year, and five dollars for each year since 1854, if he has not paid his four dollars any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established), if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of five dollars for that year in order to be entitled to share in the Fund when worn out. The Legislative Grant is now sufficient to pay each pensioner the full amount permitted by Law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 277 have been admitted to receive aid, of whom 136 have died, have not been heard from, or have resumed teaching, or have withdrawn from the Fund before, or during the year 1872, the amount of their subscriptions having been returned to them.

3. The average age of the pensioners in 1872, was sixty-seven years; the average length of time of service in Ontario was twenty-three years. No time is allowed Applicants except that which has been spent in teaching a Public School in Ontario; although their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit Applicants to the list of worn-out Public School Teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught, altogether, only a few years of his life.

\* This information has been already given in previous Volumes of this Documentary History and is, therefore, not repeated here.

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1872.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1872, was 5,042,—increase, 38; the whole number of Students and Pupils attending them was 472,800,—increase, 9,743; the total amount expended for all educational purposes was \$2,820,226,—increase, \$522,531; total amount available for educational purposes, \$3,156,396,—increase, \$526,825

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1872, INCLUSIVE.

This most important Table is highly suggestive, it is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1872, to 4,661; and the number of Pupils attending them from 168,159 in 1851, to 454,662 in 1872. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$2,207,364 in 1872, (not including balances not paid at the date of the local Reports), including the amount paid for the purchase, erection, repairs to School Houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, and \$77,336 in 1851, but which in 1872 amounted to \$835,770, making the aggregate actually paid for Public School purposes in 1872, with the balances available and not paid out at the date of the local Reports, \$2,530,270. These facts will be more clearly seen from the following Table, in addition to which may be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries:—

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
Number of Public Schools reported.....	3054	3001	3969	4019	4303	4379	4422	4480	4524	4566	4598	4661
Amount paid for Public School Teachers' Salaries	\$ 353716	\$ 391308	\$ 895591	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476	\$ 1371594
Amt. paid for erection, repairs of School houses, fuel and contingences. ....	56756	77336	264183	273305	314827	320353	379672	441891	449730	489380	611819	835770
Balance, forward each year.	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906
Total amount available each year .....	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270

XVII.—THE EDUCATIONAL MUSEUM OF THE DEPARTMENT.

This fourth branch of the Education Department is probably the most attractive as it is both suggestive and instructive. The other three branches are:—(1) The Department proper for the administration of the Laws relative to the Public and High



Schools; (2) The Normal School for the training of skilled Teachers; (3) The Depository for the supply of Maps, Apparatus and Prize, Library and School Books.

Nothing is more important than that such an Establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum. It was founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the People.

#### PRINCIPAL CONTENTS OF THE EDUCATIONAL MUSEUM OF THE DEPARTMENT.

The Museum consists of a collection of School Apparatus for Public and High Schools, of Models of Agriculture and other implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation.

#### XVIII.—REPORT OF THE INSPECTOR OF HIGH SCHOOLS.

In connection with recent discussions on the condition of our High Schools, I desire to direct special attention to the Report of the Inspector of High Schools, which will be found in Chapter XXVII. The Report of the Inspector, (J. A. McLellan, M.A., LL.D.), this year is alike replete with practical remarks and suggestions; it points out most forcibly the defects of many High Schools, and shows clearly in the interests of higher English, as well as of sound Classical Education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School part of the Act which were adopted in 1871 by the Legislative Assembly.

#### XIX.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

In all of the most important Reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local Reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development, and their efforts, and even struggles, in the newer parts of the Country, to educate their children. I have, therefore, appended to this Report\* the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

*Character of these Reports.*—In reading over these Reports, one cannot fail to be struck with the comprehensive survey which the Inspectors take of the new ground which has been assigned to them as their educational field. Being many of them practical Teachers of considerable experience, who have risen in their profession, they have at once been able, with tact and discretion, to point out defects and to suggest

\* These Reports are not inserted, but they may be seen and examined in the Appendix to the Journals of the House of Assembly for 1872.

means of remedying them. These Reports have, however, brought out into still stronger relief the following facts,—to which I adverted in my last Report,—and which still impede the progress of the Schools in many parts of the Country:—

1. *Apathy and Selfishness a Cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places does not arise from any complained of defects in the School Law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned,—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province are far behind the greater part of the newer Townships.

3. *Best Teachers the Cheapest.*—That the best made Shoes, and Waggon, and Fences, and Farm Tools are the most serviceable and cheapest in the long run, so the best Teachers, and School Houses and Furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of Education and knowledge.

4. *Evils of the "Cheap" Teachers and Bad School House Accommodation.*—That the most serious obstacles to the education of children in many parts of the Country are bad School House Accommodation, and the employment of incompetent and mis-called "cheap" Teachers; the only remedy for which is requiring proper School House Accommodation, doing away with the lowest class of Teachers, and prescribing a minimum Teacher's Salary, which will secure the employment and continuance in the profession of competent Teachers, That is what the Country, as a whole, owes it itself, as well as to the helpless and injured youthful Members of it.

## XX.—GENERAL REMARKS ON THE CONDITION OF THE SCHOOLS, AND THE OPERATION OF THE SCHOOL LAW IMPROVEMENT ACT OF 1871.

### 1. Preliminary Observations.

In commencing a new era of School progress, I have felt it to be indispensable, with the aid of the newly-appointed and efficient Inspectors, to give in their own words a summary account of the present condition of the Schools, especially in their internal, or, as we might regard it, in their social aspects. This has been felt to be the more important at this period of our educational history, in order to ascertain exactly where we are, and thus to fix a starting point of renewed progress and efficiency under the new School Act of 1871. In my last Annual Report the questions suggested by such an epoch in our educational history were discussed at considerable length, and especially in view of the then anticipated legislation for the further improvement of the machinery of our system; but as that legislation was postponed until the approaching Session of the Legislature, I think it proper to repeat some of the facts, and the substance of my observations and suggestions made under this view in my last Report.

1. The first fact is that the internal condition of the Schools generally has not materially improved for years; that the character of the School Accommodation, the constant change of Teachers, and the paramount desire, in many places, to obtain their services, if at all, at a "cheap" rate, have told fearfully upon the *morale* of the Schools, and have discouraged all hope of real progress and advancement. Both Schools and Pupils have, under such a system, been brought into a chronic state of change, and experiment, alike forbidding even a quiet respectability of standing, and utterly precluding anything like real progress and efficiency.

2. The second fact established by the Inspectors in their Reports,—and it is a most encouraging one,—is that the people generally, when approached in the right spirit, are most anxious to better, at least, the material condition of their Schools. They see that in most cases the School House and School premises are far below even



the passable state in which they should be found,—that their condition, in some wealthy neighbourhoods, is wretched,—even deplorable,—that the health of child and Teacher are alike endangered by the often unthinking parsimony of the Ratepayers. To have these things pointed out and a remedy suggested have been all that, in very many cases, has been required. In the majority of other cases a gentle pressure has sufficed to bring about a better state of things.

## *2. Difficulty of Introducing the New Subjects of Instruction in the Schools.*

There is, however, another and more serious obstacle to the improvement in our Schools, which I regret to find it more difficult to remove than it is to induce Trustees to improve the condition of the School House and Premises. I refer to the objections to go beyond the merest rudiments of Education, or to employ an additional Teacher where one is manifestly inadequate to perform the duties required to make the School efficient, or to maintain proper discipline in it.

In my Report for last year, I sought to explain and illustrate the necessity of some improvement in this respect. I said:—

“So long as our System of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Experience has shown, however, that without great care and constant effort, the tendency of all Systems of Education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectability. This is the stage in its history, as elsewhere, at which our System has arrived, and at which, as we have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other Countries, know full well that our School System would fall behind that of other Countries and become stationary, unless it embodies within itself from time to time the true elements of progress, and provides fully and on a sufficient scale for the educational wants of the youth of the Country.”

## *3. Statistical Growth of the Schools in Advance of their Prosperity.*

Now I appeal to Trustees and Teachers alike to aid the Inspectors and this Department in the effort made to effect the removal of this state of apathy and to awaken a desire to see that some substantial progress is made in the amount and quality of the education to be provided in our Public Schools. The statistical results of the growth of our School System are fast growing upon us. They are indeed marvellous. A few years ago the number of our Schools did not much exceed 2,000, nor did the number of the Pupils in them reach 100,000, while the Expenditure for all purposes did not, even in 1851, equal \$500,000. Now, while the number of the Schools has more than doubled, the increase in the number of Pupils and in the gross Expenditure of the Schools is over four hundred per cent! No one, not even the most ardent admirer and defender of our School System, will for a moment maintain that in efficiency the Schools have at all kept pace with, or even approached this natural and yet most gratifying increase in the number and Expenditures of our Schools. It is to a thoughtful consideration of these facts, and to a united effort to improve the internal condition of our Schools, that I would invite the attention of the friends of our Educational System.

## *4. Interesting Educational Statistical Facts.*

The population of this Province, according to the recent Census is 1,620,842. The number of children of School age is, on an average, a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and they are maintained at an annual cost of above \$2,000,000, or over one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that System is as thorough and complete in all of its details as possible; and that in no respect should it be allowed



to fall below the average standard now reached by other educating Countries. For convenience I repeat the gratifying statistics of educational progress in this place.

Report for the Year	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment .....	278693	278085	274471	287768	304382	308092	319154	351873	362375	372743	385284	492481	531391
Trustees' School Assessment .....	556682	587297	620268	631755	659380	711197	760366	799708	855538	890834	951099	1027184	1232101
Total Receipts .....	1324272	1381279	1396123	1432885	1484187	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270
Increase in Total Receipts .....	14452	57006	14843	36762	51301	60813	62970	62364	118997	38093	116938	180106	405799

Putting these facts in another form, (with some additional ones), we can see at a glance the nature and extent of educational progress which we have made during the last twenty-two years:—

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
Number of Public Schools reported .....	3059	3001	3969	4019	4303	4379	4422	4480	4524	4566	4598	4661
Amount paid for Public School Teachers' Salaries .....	\$ 353716	\$ 391308	\$ 895591	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476	\$ 1371594
Amount paid for erection, repairs of School-houses .....	56756	77336	147029	149828	169206	153161	199830	240920	245379	269360	324987	560436
Amount paid for all other purposes .....			117154	128477	145621	167192	179842	200971	204351	220020	286832	275334
Balance forward each year .....	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906
Total amount available each year .....	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530270

5. Two Objections Considered.

I desire first to refer to the objection made to the increase in the number of practical subjects required to be taught in our Public Schools, and then to the minor objection to employ two Teachers in the larger Schools.

And first, I may remark, that had the new "Programme of Subjects for Study in the Public Schools" been partially omitted, or had it even given a subordinate place to the essential elementary subjects of Reading, Writing and Arithmetic, then the first objection might have had force; and secondly, that no system of Education has any pretensions to completeness, or even to what is of more consequence, a thorough practicalness of character, unless it had provided for teaching those additional subjects which the necessities of the Country and the pursuits and occupations of the people require.

By reference to the Programme of Studies, it will be seen from the number and order of the subjects in it, and the time prescribed per week for teaching each of them, that the first years of Public School Studies are almost entirely devoted to teaching the three primary, or fundamental, subjects of a good Education,—Reading, Writing and Arithmetic, including only such other subjects and to such a degree, as to relieve the Pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced Educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by Pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the Thirteenth Section of the new School Act to be taught in the Schools and provided for in the Programme, are such, (and are prescribed to such an extent only), as

is absolutely necessary for the advancement of the Country,—in Agriculture, the Mechanical Arts, and Manufactures, apart from Science and Literature,—and are even less than are required by Law to be taught in some of the Western States of the Union.\* And when the cheap and excellent Text Books prescribed are examined in connection with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

#### 6 *Examples of Educated and Uneducated Nations Applying their Natural Resources.*

On this subject, Doctor Lyon Playfair gives the following striking national illustrations:—

"The great advantage of directing education towards the pursuits and occupations of the people is that, while it elevates the individual, it at the same time gives security for the future prosperity of the Nation. There are instances of nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an educated people who use their Science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory, or fall in shame, just as there are conditions of intellectual activity, or torpor, amongst her inhabitants. . . . This nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble harbours, she might command an extensive Commerce both with Europe and America. Few Countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting Nation. Iron and Coal, Copper, Quicksilver and Lead abound in profusion, but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial Nations. Not only her metallurgic industries, but her Cotton, Woollen and Silk Manufactures were unequalled; her Shipbuilding also was the admiration of other Nations. But all have decayed, because Science withers among an uneducated people, and, without Science, Nations cannot thrive. Turn to Holland, once a mere Province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire's statement, that she is a land formed from the sand brought up on the sounding-leads of English Sailors, although she is actually created from the debris of Swiss and German Mountains, brought down by the Rhine. Hence, within her lands are no sources of mineral wealth; but she has compensated for its absence by an admirable education of her People. For my own Country, I have no ambition higher than to get Schools approaching in excellence to those of Holland. And so this mud-produced Country, fenced round by Dykes to prevent the Ocean from sweeping it away, is thriving, prosperous and happy, while her old Mistress,—Spain,—is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people:"

#### 7. *Pupils Entitled to the Essential Minimum of a Good English Education.*

Our School Law wisely lays down the principle that every youth in the land is entitled, not only to a sound practical Education in the three great essentials of English Education,—Reading, Writing and Arithmetic,—but that he should receive instruction from competent persons in such other elementary subjects as the advanced intelligence of the present day prescribes as the essential minimum of Public School Education. Having laid down this principle, it provides ample means for giving it effect. As our recent School legislation in this direction has been so often, and, I think, so unwisely and so unjustly criticized, I shall refer specially but briefly to it in the following observations:—

In discussing the question as to the extent to which a course of instruction for primary Schools should go, two things, I think, will be regarded by all parties as essential:—1st. That the course of instruction proposed should not be beyond the reasonable capacity of the Pupils for which it is intended. 2nd. That it should be

\* Thus, in the State of Illinois, no Teacher is entitled to receive a Certificate of Qualification unless he is able to teach the elements of the Natural Sciences, Physiology, and the Laws of Health.

adapted, not only to the wants and circumstances of the Country, but also to individual groups or classes of Pupils,—those intended, say, for Agricultural, Mercantile, or Mechanical, pursuits. With less that what is included in this two-fold standard, no one, I think, would likely be satisfied. At all events, no one would be satisfied with it but those who desire a Special Course for their own children, and who, therefore, strongly object to any comprehensive Course not adapted to their own peculiar views. But these are exceptional cases for which no special legislation is desirable. With such Persons it is impossible to discuss this question satisfactorily; nor shall I attempt it further than to state, that no system of instruction would be at all practicable if every Parent had the unlimited right, (which some objectors claim), to dictate the subjects in the Prescribed Course which his Son should alone take. For, not only does such a right involve utter confusion in a School Curriculum, but it also involves the right to dictate how much of the Teacher's time should be devoted to the particular subjects to be taught to his Son. The claim, therefore, of the Parent to dictate in these matters has been regarded as inadmissible in every System of Public Instruction established in any Country. I shall, therefore, confine my remarks to an inquiry into the completeness of the Course of Study which has been provided for our Public Schools; and I shall do so under the two-fold head which I have indicated above.

*8. The Course of Study should not be Beyond the Capacity of the Pupils.*

And first, I may remark that the Course of Study proposed should not be beyond the reasonable capacity of the Pupils for whom it is intended.

In looking at the Course of Study for Public Schools, as prescribed, we find it is practically divided into two parts:—The first part is that through which a Boy must pass before he is eligible for promotion into the High School; and the second part is that designed for Pupils who do not intend to enter the High School, but finish their elementary Education in the Public Schools. Of that part of the Course, therefore, designed specially for Public Schools, I may remark that it is divided nominally into four Classes, but practically into but three and a half.

The subjects required to be taught to Pupils before their entrance into the High Schools are,—

Object Lessons. Reading,—To page 244 of the Fourth Book. Spelling,—To the same page of the Fourth Book, and the Companion Spelling Book. Writing,—To write neatly and legibly. Arithmetic,—Arabic and Roman Notation to four periods; Simple and Compound Rules; Least Common Multiple; Greatest Common Measure; Reduction of Fractions; and Mental Arithmetic. Grammar,—Principal grammatical forms and definitions; analysis and parsing of simple sentences. Geography,—Definitions, Map notation, and a knowledge of the Maps of the World, the Four Quarters, Ontario, and the Dominion. Composition,—So far as to be able to write short narratives, or descriptions of Objects, and familiar Letters. Elements of Linear Drawing,—Outline of Maps, and common Objects on paper. History,—Elementary parts of Canadian and English History.

This, we see, is the whole course required of Pupils before their entrance into the High Schools. A more simple course of elementary study, elaborated as it is in the Limit Table, could not be devised, so as to possess any practical value at all; and no one will pretend to say that it is beyond the capacity of the Pupils for whom it is designed. I shall, therefore, not discuss it further, but simply glance at the remainder of the subject prescribed for Pupils who complete their elementary Education in the Public Schools. Even here we shall find that the course of instruction is practically narrowed down to a completion of the remainder of the subjects in the Fourth Class, and to the subjects in the Fifth Class,—for the Sixth Class, with the exception of small additional work in a few subjects, involves practically nothing more than a simple review of the previous Course.



9. *The Additional Subjects in the Course of Study for Public Schools.*

As to the additional subjects which have been introduced into the Course of Study in the Public Schools, I may state that they are the elements of Mechanics, (including Drawing), Commercial Instruction, the elements of Practical Science, Agriculture and Natural History. It is only in regard to two or three of these additional subjects that any discussion has arisen.

This branch of our subject opens up a wide field of practical discussion, and, to my mind, involves the whole question of a complete and comprehensive System of Public Instruction. It also introduces the second essential point in our System of Public Instruction, (which I have above indicated), videlicet:—"That the Course of Study prescribed should be sufficiently comprehensive to be adapted, not only to the pursuits and occupations of the people, but also to individual groups, or classes, of Pupils."

10. *First Objection:—That the New Subjects are Premature.*

Several objections on various grounds have been urged against the introduction of the new subjects into our Public Schools, but they may all be classified under two general heads:—

1. That their introduction is premature, (and that, even if not premature),
2. They are unnecessary.

To my mind, the first objection involves a painful admission, and one humiliating to our boasted educational progress.

Thirty years have now elapsed since the first foundations of our Educational System were traced out, and twenty-five years at least, (now a quarter of a century), since our present structure was reared. No one will pretend to say that the Founders of that system burdened it with a superfluous array of topics, or embarrassed the young learner with a multiplicity of subjects of study.

11. *Our present System Sketched in 1846.—We can Remain no longer in a State of Educational Probation and Tutelage.*

In laying the foundations of our present System of Education, in 1846, after extensive inquiry in Europe and America, I endeavoured to sketch a comprehensive Course of Study for our Public Schools. Additional experience has but confirmed my views on this subject. But I did no more in those early days than to provide for the teaching of the merest elements of a plain English Education. It was left to after days to fill up the outline, and to supply wants in our Educational System as they arose. That time, as I trust I shall briefly demonstrate, has fully come. After twenty-five years of educational infancy, it is high time that we should take a step, or two, in advance, if we do not desire to remain laggards in the great race of national progress and enlightenment. That we are not prepared to do so, and that our period of probation, or tutelage, is not felt to be sufficiently protracted, I am not prepared to admit. I at once, therefore, join issue with those who say that the introduction of the new elementary subjects into our Public School course is premature. I feel that such a declaration involves a painful admission, that our twenty-five years' progress has been illusory, and that we are not yet honestly prepared, or ready, to add the new elementary subjects to our School Course. Such an admission is, I think, contrary to fact, and is humiliating to our admitted position as one of the acknowledged educational leaders in the Provinces of our young Dominion.

12. *Second Objection:—That, Even if the New Subjects are not Premature, they are Unnecessary*

The second objection contains a fundamental error, which should be fully met and thoroughly exposed. Unless our people entirely get rid of the idea that the new subjects of study in the Public Schools are unnecessary, we shall never be able to build

up our educational structure, with any degree of symmetry, as originally planned. And, what is more serious, if not fatal to our national growth, if we declare the new subjects to be unnecessary, we shall never, under our educational system, attain to that national position to which the lovers of our Monarchical Institutions, or the Founders of our Confederation have wisely aspired.

13. *Pressure on us to Advance.—We cannot remain Stationary.*

Those who have occupied such a position as has enabled them to take an extensive outlook of the educational field here and elsewhere, have noticed with deep interest the restless activity which is observable everywhere. Discoveries in Science by eminent men, and their practical application to the necessities of Commercial, Professional, and social life, have become so marked a feature of the present day, that they cease to be a wonder. Formerly such discoveries were regarded as the fond dream of the enthusiast; and every new application of Science to the Practical Arts was resisted by hundreds of interested opponents, who sneered at the discovery, and scorned the pretensions of the learned theorists whose knowledge of the principles of their Science, or Art, was a wonderful mystery to them, as also to the unenlightened Artisan.

14. *Painful Results of our Present Limited Course of Instruction.*

What is indicated is of common occurrence even in our day; and, painful as is the admission, it is no less true, that thousands of lads and young men are leaving our Public Schools in the rural districts every year, who are practically ignorant of even the elementary principles of Science, which they find developed in the Industrial appliances with which they are immediately brought into contact upon leaving School. Take one in twenty of these lads, and ask him to give you anything like a correct idea of the principles of the Threshing Machine, Fanning Mill, Reaper, any of the Mechanical Powers, Railway Locomotive, or the thousand and one adaptations of Science to Industry, which he daily sees, and he will frankly tell you he knows little, or nothing, about them, and that, in very many cases, he never heard of them at School! Are we prepared to defend and perpetuate a state of things which produces such results, and be content to allow the Canadian youth of our day, with their ingenuity and varied intellect, to leave our Public Schools, (aptly named the People's Colleges), so unfit even to understand, much less to control and direct, in the great Industrial Enterprises and Mechanical Inventions of the day? Every one who looks at the matter dispassionately will, I am sure, join with me in uttering an emphatic "No;" they will rather the more heartily join in every effort to enable our lads to take their place in the world's arena, fully equipped for the battle of life.

15. *The Dominion or National Standpoint of View.*

Let us look at this matter from another standpoint, as I suggested in my last Report:—

"We are a young Country, placed in close proximity to a large and wonderfully progressive People. In the good providence of God, we are permitted to construct, on the broad and deep foundations of British liberty, the corner-stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the Christianity of our People, what more lasting bond and cement of society in that new nationality, than a free and comprehensive system of Christian Education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that system commensurate with the wants of our People, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the Farmer, the Artizan, and the man of Business. And yet no one who has attentively studied the educational progress which we have made during the last ten years, or, (as a recent Report printed by the Legislature remarks), no one who has carefully watched the development of the material resources and manufacturing industries of this Province, but must have been painfully struck with the fact that,



while we have liberally provided for the other wants of our People, we have almost entirely neglected making any provision for training, and then turning to practical account, that superior Scientific and Industrial Skill among ourselves, which in other Countries contribute so largely and effectively to develop their Physical and Industrial resources. The remarkable and almost unconscious development among ourselves of the Manufacturing interests of the Country has reached a magnitude and importance that it would be suicidal to those interests, (in these days of keen competition with our American neighbours), and injurious to their proper development, not to provide without delay for the production among ourselves of a class of skilled Machinists, Manufacturers, Engineers, Chemists, and others. No one can visit any of the Industrial Centres which have sprung up in different parts of the Country, and in our larger Towns, without being struck with their value and importance, and the number and variety of the skilled Labourers employed. Inquiry into the source of supply of this industrial class reveals the fact that, from the youngest Employés up to the Foreman of the works, they are almost entirely indebted to England, Ireland, Scotland, the United States, and other Countries for that supply."

Again:—

"Rising up above this mere local view of the question, other broader and more comprehensive ones force themselves upon our attention. Are we not conscious of the extraordinary Scientific and Industrial progress of the present day? Do we not hope for and predict, under God's Providence, a great future for this Country? Have we not in the assertion of our incipient nationality entered the lists of industrial competition with the United States, and even with England and other Countries? And do we not, therefore, require to make without delay some provision for training that class of young men who must in future take the leading part in that competition? The wonderful progress of the Mechanical arts is within the memory of most of us, The marvellous revolution caused by the practical application of Steam and Telegraphy, (those golden links of Science), to Locomotion, Commerce, Industry and inter-communication, has so stimulated the inventive genius of man, that we now cease to be astonished at any new discovery; and only await each successive development of Science still more wonderful than the last, to calmly discuss its merits and advantages. In this active race of competition our Province, (the leading one in the Dominion), cannot stand still. With all our inventions we have not yet been able to discover the royal road to learning; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive Science and skill. We must, therefore, provide liberally for the patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress."\*

#### 16. *Shallow Education a Grievous National Wrong.—A Warning.*

The Honourable Mr. Wickersham, State Superintendent of Pennsylvania, thus illustrates the great loss which the Country sustains by the mere "read, write and cipher" system which some advocate for Public Schools, especially in the absence of men of broad views and intelligent culture. He says:—

"Many of our people seem to think that if they have their children taught simply to read, write and cipher, it is enough. Others add to these branches a smattering of Geography and Grammar, and call their children well educated. This superficial Education is breeding among our people shallowness, rawness, conceit, instability, and a want of self-respect, honour and dignity. It is lowering the tone of society, subjecting us to the rule of unprincipled demagogues, filling high positions with incompetent men, and weakening public virtue. Every social interest and every governmental concern in this Country is suffering for want of more men of broad views, ripe culture, and high sense of right. I heartily endorse the sentiment uttered by President Porter, of Yale College, in his recent inaugural Address, that,—

"The lessons of History, both the earlier and more recent, are distinct and vivid; that in a Country like ours, wealthy, proud, and self-confident, there can be neither permanence nor dignity if the best knowledge and the highest culture do not influence its population and institutions.'"

#### II. THE NEW SUBJECTS OF MECHANICS, DRAWING, PRACTICAL SCIENCE, NATURAL HISTORY, AGRICULTURE, VOCAL MUSIC, AND COMMERCIAL INSTRUCTION DISCUSSED SEPARATELY.

1. I may remark that, with a view to meet the necessities of the case, (as indicated above), and as stated last year, "one great object of the new School Act was to make

\* Report of an Inquiry in regard to Schools of Technical Science. By Doctors Hodgins and Mackattie pages 18, 19.



our Public Schools more directly and effectively subservient to the interests of Agriculture, Manufactures and Mechanics."

2. In my first special Report on "A System of Public Elementary Education for Upper Canada," printed by the Legislature in 1846, I stated the institutions necessary for these purposes; and in the concluding remarks of two recent Annual Reports I have expressed strong convictions on the subject.

"When we consider the network of Railroads which are intersecting, as well as extending from one end to the other of our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools."

1. *Preliminary Suggestions in Regard to the Amount of and the Way in which Instruction in Schools Should be Given.*

The Superintendent of the State of Maine, in his last Report, asks and answers the following questions in regard to a Course of Study for our Common Schools:—

1. "What, (he asks), shall be taught in our Common Schools?—*Answer.* Those things necessary to our children as men and women. When shall the several branches be taught?—*Answer.* As fast as their faculties of sensation, perception, and reasoning develop. How shall they be taught?—*Answer.* In the order of development of the child's faculties, and with all the allurements possible to the inventive powers of the adult mind."

2. Doctor Lyon Playfair also answers the latter question in the following forcible language:—

"The Pupil must be brought in face of the facts through experiment and demonstration. He should pull the Plant to pieces, and see how it is constructed. He must vex the Electric Cylinder till it yields him its sparks. He must apply with his own hand the Magnet to the Needle. He must see Water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the Science evolved from them, it were better that instruction in Science should be left alone. For one of the first lessons he must learn from Science is not to trust in authority, but to demand proof for each asseveration. All this is true Education, for it draws out faculties of observation, connects observed facts with the conceptions deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of Scientific method which will serve a life time. Nor can such an Education be begun too early. The whole yearnings of a child are for the Natural Phenomena around him, until they are smothered by the ignorance of the Parent. He is a young Linnæus roaming over the fields in search of Flowers. He is a young Conchologist, or Mineralogist, gathering Shells, or Pebbles on the Sea Shore. He is an Ornithologist, and goes Bird-nesting; an Ichthyologist, and catches Fish. Glorious education in nature all this, if the Teacher knew how to direct and utilize it.

All Nations which have, in recent years, revised their educational systems, have provided a class of Secondary Schools for the Industrial classes, especially devoted to teach them the principles of Science and Art relating to their Industries. Holland compels every Town of 10,000 inhabitants to erect such Schools."

3. The Superintendent of the State of Kansas makes the following highly suggestive remarks on the subject:—

"A practical Education is by far the best. Close observation in everyday life leads to this. Inquiry and observation are encouraged by visiting with the Pupils the Telegraph Office, the Printing Office, the Book-bindery, Mills and Factories of all kinds, the Foundry and Machine Shops. Attention should be called to the points of interest, and the working of the Machinery fully explained, together with the practical utility and importance of each particular avocation, their mutual dependence upon each other, and their general influence upon Society. Such visits give the Pupil a much better idea of the manner in which the various departments of business are conducted, and of the operation of the Machinery, than all the Apparatus that can be found in a School."

### 2. *Time Wasted in the Schools.*

The State Superintendent of Illinois thus illustrates how much valuable time is wasted in the Public Schools. —He says:—

"From eight to ten years are devoted to Spelling and Reading in School. That is, the Pupil is expected and required to prepare and recite one, or more, daily lessons in each of those things during nearly, or quite, the whole period of his Common School pupilage. About one-tenth of the extreme allotted span of human life to learn to read, pronounce and spell a few hundred words of the English tongue, in which he was born! Does it not seem absurd? The treasure is indeed precious,—every child must possess it, cost what it may. But is it necessary to pay such a price? No; not the half of it. It is confidently affirmed that, with proper instruction, every child of good health and fair natural abilities, can and should, in four years or less, of six School months each, beginning in utter ignorance of the Alphabet, acquire such a practical knowledge of Reading and Spelling in his native English, that he may, thereafter, lay aside and dispense with both of those studies, so far as formal lesson-getting and recitation therein is concerned, and devote his time to other things. This opinion is expressed with deliberate confidence, as the result of experience and observation, both of which abundantly confirm the conclusions previously derived from a careful study of the nature and elements of the problem itself. Indeed I could conscientiously put the case in still stronger terms."

### 3. *Complaints Against the System of Public School Teaching.*

It is considered an undeniable fact that the confidence of the people in the teaching of the Public Schools is disturbed. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the School System. And yet a fact worthy of notice is, that while there is the greatest variety of opinions among the representatives of different classes, there is, nevertheless, a substantial and surprising agreement in a few important particulars. Among the points which a comparison of statements shows to be held in common are the following:—(1) That the Course of Study in the Common ungraded Schools of the Country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one. (2) That many of these Schools are not doing their elementary work well; that the Pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals and the common properties of letter-writing and English Composition. (2) That the teaching is too bookish, narrow and technical, being largely defective in method, dull in manner, and, therefore, devoid of attractiveness, inspiration and zest. (4) That there is too much isolation in Schools and School work; too little sympathy between the world within and the world without the School House; too little apprehension of the fact that Schools are places of apprenticeship wherein to learn the use of a few necessary tools and implements wherewith to fight the battles of life and duty in the world. (5) Finally, that the attention paid to the Morals and Manners of the People is unsatisfactory.

### 4. *Reform in the Mode of Teaching in the Public Schools.*

A recent Writer, (Professor Allen, of Pennsylvania), in an essay on "Reform in Primary Teaching," points out in graphic language the defects in the mode of dealing with "children in the School Room." He summarizes a few practical suggestions on the subject as follows. His "new departure" consists:—

1. In dividing school life into two periods, known respectively as the how, or fact period, and the why, or philosophical. Instruction during the first period consists in giving processes, familiarizing Tables, acquiring rapidity and accuracy in performing, and should be wholly, or nearly so, conversational.

2. As all Studies in the School Room may be classed under the three heads of Language, Mathematics and Natural Science, and as the elements of all Physical and Natural Science should be taught to the youngest child that enters the School, every



child should have daily one lesson in Language, one in Mathematics, and one in Science.

3. Instruction should first be given in how to properly use the senses, that they may convey to the mind accurate knowledge, properly certified to or tested. Very much attention should be given to securing greater accuracy of the perspective faculties.

This embraces three Studies, all that any Pupil at any time of life ought to pursue. In connection with this, Drawing, Writing and Music come in, not as Studies, but as changes, which is, in the true sense of the word, rest.

4. The spoken instead of the written word should first be taught. No attention or time should be given during this first period to teach the Letters, or Figures. Words should be printed, or written, (better the latter), simply as forms, or as pictures, are made. These may be taken from Wall Cards, or from lessons put upon the Blackboard by the Teacher. As Spelling would not be used did we not write, and as we use it properly only in Writing, Spelling should not be taught until Writing is learned, and Oral Spelling should never be used as a process for teaching Spelling.

As words should be taught before Letters, the time will not be long before the Letters and Figures will be known by the Pupils, and you will have been saved a vast amount of vexatious, tedious, and patience-trying work, and the Pupil will have been saved that rough, stony and thorny path over which the most of us have trodden in sorrow. They will have picked up these little waifs or integral parts of language the natural way.

If we desire to teach Language efficiently and correctly, we must bear in mind that habits of speech are caught much more easily and readily than taught.

5. Physical Science should be taught by bringing the subjects and things of which they treat as far as possible into the presence of the child. Let his eyes see and his hands feel the subjects and things presented. In doing this every School Room becomes a miniature Museum. I should like to exhibit such a one as I have now in mind, collected entirely by the children of the School. In thus studying these subjects the child is brought in direct contact with the material which he daily meets and has to do with in after life. His vocabulary is increased, as well as his knowledge of the meaning and spelling of words. All his exercises should be written.

6. No Primary School ought to be open for a longer period each day than four hours, and the Rooms should be so arranged and such fixtures furnished as will allow the Pupil to be standing, or sitting, as he may desire. Children thus situated, it is found, seldom sit. This is Nature's plan.

7. None but experienced Teachers and those of much learning and culture, ought ever to be placed in Primary Schools. Consequently the primary Teacher ought to have a higher Salary than in any other grade.

8. The Superintendent of the State of Maine, in an instructive paragraph of his last Report, thus gives the result of his own experience on the best mode of "keeping children employed in School." He says:—

"During the last Winter I endeavoured, by visiting the Schools, and by public Lectures, to solve the question, 'How shall young children be kept busy in their Studies so as to render them interested and profited by them?' While visiting the Schools, I noticed that from one-half to two-thirds of the children were idle a large portion of the time. To remedy this state of things, and feeling that the time of these children is as valuable as it ever will be, I devised a Course of Exercises by which the children could be employed while the Teacher might be engaged in other duties. I, therefore, introduced Scrip-hand writing on the Blackboard and on their Slates. Contrary to the generally received opinion, young children will learn Scrip-hand more easily than the printed forms of the letters. Little children delight in imitating the older ones, and whenever I presented the subject to the young children, they bounded to the work with the most intense pleasure. Many Teachers have pursued the course with most interesting results. It places a new power in the hands of both Teacher and Pupil, and gives the children something to do. My cardinal motto in this, as in other work, has been, that children love to do things when they know how to do them.

"Other exercises in Arithmetic, Spelling, Drawing and Geography, were introduced, so that under skilful management a large proportion of the time could be employed not as a compulsory exercise, but one in which the children delighted to engage. I deem these as vital points in advancing the condition of our Schools; and I notice that, in proportion as Teachers have taken hold of these matters, have their services been in demand and higher wages obtained."

##### 5. *Written Examinations as an Educational Help.*

In the opinion of most Educators, the system of Written Examinations is found to be the most valuable help in the process of Education. The State Superintendent of



Minnesota thus writes, and his opinions are endorsed by the Teachers of his State in the Resolution below. He says:—

"There is no exercise in which Pupils can engage that will be a source of more profit to them, or of greater satisfaction to Teachers and Parents than this work. Nothing would be of more lasting benefit to all Classes in our High and graded Schools than to have daily drills in expressing their ideas on paper, taking for a subject some of their regular lessons. By this means lasting benefit will accrue to the Pupil by enabling him to express his ideas clearly and readily. The Teacher, in correcting the work should do it, not only in respect to the Pupil's knowledge of the subject, but also in relation to the knowledge exhibited in the use of Capital Letters, Punctuation, Penmanship, Spelling, Neatness of Paper, and Style of Expression. This matter of Written Examinations was discussed in the last Convention of County Superintendents to urge upon Teachers of all grades its great importance. No one will, I think, over-estimate the importance of this work, who knows how much difficulty the Pupils in our best Schools find in expressing their ideas on paper, even when writing on a subject with which they are best acquainted. Any one who can do well in a Written Examination can do well in an Oral one. But often those who recite well orally show very many errors as soon as they answer questions on paper."

"Resolved, That we heartily approve and recommend the practice of frequent Written and Oral Examinations in our Public Schools, and that we deem it essential to the best interests of all our Schools that such Examinations be had at least as often as once a month."

#### 6. *Object Teaching as an Introduction to Practical Science in the Schools.*

As "Object Teaching" is a most valuable mode of introducing the study of Practical Science into the Schools, I think it well briefly to state the principles on which it is based, and to note an interesting fact relating to our Educational Depository in connection with its adoption in the neighbouring State of New York, taken from the Report of the State of Iowa. The Report says:—

"In the history of Education no era is more distinguished than that which Pestalozzi introduced. This great Philanthropist and Educator originated the most signal reform in the training of young minds,—the most radical, far-reaching, and philosophical that has ever been undertaken by man. Like all noted characters who stand for the ruling ideas of the age in which they live, he 'buildd wiser than he knew.' He started on the assumption that all methods of Education to be normal, should be natural, and immediately put his own hand to the work of revolutionizing the systems of instruction he found around him. This idea he would make supreme. The child is pre-eminently a creature of sense; it lives in the objects around it; and, therefore, those objects, and not dry abstract names and propositions, should be the material of its study.

"Things and not words, that was the motto. Give the child what it can see, and hear, and feel; and from the known properties of such objects it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his contemporaries with the question, how in the first instance is the area of human knowledge extended in any line of research whatever? Since the days of Bacon men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent Teacher, should make up their own discoveries in some way.

"The idea took entire possession of Pestalozzi, and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts towards realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction only gathered fire and intensity from each successive disappointment. He organized Schools and wrote Books; indeed, he sacrificed all he had and his life in the great reform.

"It will suffice to say that the System he inaugurated spread itself rapidly throughout the European States, and extended itself into our own Country. It practically gave Prussia its peerless system of Public Schools, which has been the pole-star of Educationists in all other parts of the civilized world. Whatever of superiority that system has, it was directly to the infusion of Pestalozzianism in it and the new moral impulse which the whole work of popular instruction received through that movement. Commending itself to the great minds of all Countries, it was transplanted, almost within the life time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England, and many of the Colonies of Great Britain, and through the munificence of William McClure, and the labours of James Keef, a disciple of Pestalozzi, it gained a

foothold in 1809 on American soil, through a systematic, though somewhat inauspicious, effort in the City of Philadelphia.”

*Object Teaching Introduced into the State of New York from Ontario.*

The Report thus speaks of the introduction of “Object Teaching” into New York from the Educational Depository of Ontario:—

“The system was introduced and modified in adaptation to the Anglo Saxon mind and character in the best Schools of Canada, and the celebrated Normal and Model Schools of Toronto. These Schools were visited by Professor E. A. Sheldon, of Oswego, New York, who incidentally found in the Depository there the books published by the ‘Home and Colonial Society’ on elementary instruction. These he brought home with him, together with Pictures, and other Apparatus used in illustrating the Lessons, and such practical hints in Organization and Method as those promising Schools afforded. There soon sprung up in Oswego, under the enterprising and persistent labours of this indefatigable Educator, an Institution, which, until the present time, has maintained the character of being the great centre of Objective Teaching in the United States. Thence, in all directions, in Schools of all sorts, Normal Schools, Schools of Applied Science, Institutes, Teachers’ Associations, Academies, Colleges, indeed, everywhere, the System has taken more or less root. In the Public Schools, especially, the whole system of primary instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded School System have felt the same refashioning influence to an extent scarcely less perceptible.”

*7. Necessity for Teaching Practical Science in the Schools.—Examples.*

I have already referred to the necessity, founded upon our own experience and deficiencies, for introducing the new subjects of study into our Public Schools. I have shown that the springing up and growth of various kinds of Manufactures and Industries among us have compelled the Department to suggest means,—even at a later period in our educational history than it should have been done,—by which we should be able to produce skilled Artizans among ourselves. Judged by the experience and examples of other educating States and Countries, our Legislature—although a little behind time,—has wisely provided and required that the elements of the Natural Sciences shall be taught in our Public Schools. I shall now give a few of those illustrative examples, in order to show that other Countries, whose Educational Systems can boast of no higher degree of efficiency than ours, whose industrial necessities are no greater, and the intelligence of whose people is not beyond that of ours, have even gone further in this direction than we have thought of doing.

*(1) Example of the State of Illinois.*

In the much younger State of Illinois,—whose wilds were even first explored by white men from Canada,—the Legislature has by enactment declared that,—

“No Teacher shall be authorized to teach a Common School who is not qualified to teach the elements\* of the Natural Sciences, Physiology and the Laws of Health, in addition to the branches previously required.”

The Superintendent of Public Instruction in that State, (the Honourable N. Bateman), in speaking of the practical results of the enactment requiring that the elements of Natural Science be made a part of the Common School Course, says that:—

“There are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to Teachers; to the Schools as such; to the Pupils; to the public at large, and to the general cause of popular Education and Free Schools.

*Extraordinary Effects upon Teachers.*—“The Law too, (quoted above), making the study of Natural Science a condition of licensure, has produced a great awakening in the host of torpid and lethargic Teachers. The Common School elements of society, so to speak, were profoundly stirred everywhere, and a Free School revival of extraordinary extent and power was inaugurated. From the time the new Law was fairly

\* The State Superintendent thus defines the meaning of the term *Elements*. He says: “The ‘Elements’ of a Science are its fundamental principles, its rudiments, its primary rules, laws and facts; the simplest and most essential things involved in a knowledge of it.”



promulgated in April last until the Schools opened in the Autumn, the whole State became, as it were, one great camp of instruction. Special Institutes were convened for the purpose, and the Annual Session of the State Teachers' Institute was chiefly devoted to the same work. Up to October 1st, 1872, the number of Teachers examined in the elements of the Natural Sciences was 3,975, of whom 3,114 were successful; so that in three months from the day the new Law went into effect, nearly one-sixth of the whole number of Teachers in the State had been examined and duly licensed to teach the new branches. If those be added who were previously qualified to teach the rudiments of Science, the whole number capable of teaching the new branches the first day of the present School year, would be about one-fifth of the entire teaching force of the State. The number is rapidly increasing, as old Certificates expire, so that by the close of the School year, the elements of Natural Science will be taught in nearly all the Common Schools of the State. Nearly every County in the State has already taken some part in the movement. It is the testimony of the Superintendent of Public Schools of St. Louis, Missouri, that the effect, in a single year, of preparing and giving one exercise of an hour per week in Natural Science has been to increase the general efficiency and power of the Teachers in that City, at least fifty per cent. This is believed to be no exaggeration. Something of the same effect has already been noticed in many of the Illinois Schools.

*Effect upon Pupils.*—"Nearly all the causes that have operated to depress and paralyze the energies and aspiration of Teachers are equally effective in the same direction upon Scholars. These new Studies are in harmony with the instinct and tastes of children, and awaken their interest. In declaring that the elements of the Natural Sciences shall be taught in the Public Schools, the Legislature has recognized, and sought to utilize, the fact that the senses are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of Education. The value of a habit of quick, sharp observation; the extent and certainty of its development by proper training in early youth; the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing all through life from its exercise, are among the forcible arguments in favour of the method of primary training which, it is hoped and believed, will be introduced into our Schools in connection with Natural Science.

*Wider Influences.*—"The Country with all its interests and industries, is deeply concerned in whatsoever tends to increase the efficiency and power of the Public Schools. The statistics of Europe and America demonstrate the superior value of educated, or skilled, labour. It has been proved that in this Country the educated Labourer is worth one-fourth more than the uneducated Labourer, and that in most of the States this increase amounts to many times the entire cost of the support of the Public Schools. Every wise measure of Education, every incentive to mental activity, is, therefore, a direct contribution to the productive resources, and so to the wealth, property and aggrandizement of mankind.

*Effects of Elimination and Revision.*—"How shall Schools find time for the Natural Sciences? By a careful revision, reconstruction, and abbreviation of their Courses of Study; . . . thus bringing together and compressing into a brief, rational space, those things and those things only, which are indispensably necessary to be known and understood. Applied to the Arithmetic before me, this process would reduce its pages from 400 to not more than 150, and, for District School purposes, enhance its practical value in the same proportion, inversely. Applied to most of the Geographies in common use, it would brush away the rubbish of petty details which cumber and disfigure them, leaving those things only which District School children have time to learn, really need at this stage of their education, and may reasonably hope to remember. Applied to the leading Text Books in English Grammar, it would so winnow them of chaff, surplusage, amplification, and inconsequentialities, that their Authors and makers would scarcely know them, while Teachers and Pupils would rejoice."

## (2) *Example of the State of Massachusetts.*

The Secretary of the State Board of Education says truly:—

"How to educate our children and secure the best results, with the greatest economy of time and experience, is the great problem of the day, and demands the best thoughts of all our Educators. There is an opinion very prevalent among them that, while our Schools are doing a great and noble work, they are not accomplishing all that might reasonably be expected of them. If a portion of the time wasted, and worse than wasted, in the attempt to memorize the endless and senseless details of Geography and of History, the technicalities of Grammar, at an age when they can not be understood, and long examples in Mental Arithmetic, which, with their complicated solutions, must be given with closed Book, and in precise, logical terms, could be given to some



Studies that would really interest the children, develop their perceptive powers, accustom them to the correct use of language, and be of real practical value to them in after life, more satisfactory results than are now attained would be exhibited to the close of the child's School life."

### (3) *Example of the State of Wisconsin.*

In the equally young State of Wisconsin the Law also provides that:—

"The State Superintendent of Public Instruction shall, before each Examination held under the provisions of this Act, appoint three competent Persons, residents of this State, who shall constitute a State Board of Examiners, and who shall, under the Rules and Regulations to be prescribed by the said Superintendent, thoroughly examine all Persons desiring State Certificates in the branches of study in which Applicants are now required to be examined by County Superintendents for a first grade Certificate, and in such other branches as the State Superintendent may prescribe."

The branches of study in Natural Science, etcetera, to which the Act refers, and in which Applicants are now required to be examined, are:—

"The elementary principles of Natural Philosophy, Physiology, Botany, Zoology, Chemistry, Geology, Political Economy, and Mental Philosophy."

### 8. *Importance of Teaching Elementary Science in the Public Schools.*

1. Doctor Lyon Playfair, in an Address before the Social Science Congress in England, which I repeat, thus deplores the absence of provision for teaching elementary Science in the Schools:—

"The educational principle of Continental Nations is to link on primary Schools to Secondary Improvement Schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; Elementary Science, and even some of its applications, is uniformly encouraged and generally enforced. But, as we have no Schools corresponding to the Secondary Improvement Schools for the working classes, we suppose we can do without them, used as links. No armour plate of knowledge is given to our future Artisan. . . . Yet we are surprised at the consequences of their ignorance."

2. In regard to the study of Natural Science in the Schools, the English Royal Commissioners appointed to enquire into systems of Schools, say:—

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after life."

### 9. *The Study of Natural History in the Schools.*

1. On the interest which can be excited in children in the study of Natural History, I can add little to the suggestive remarks of the Superintendent of the State of Illinois. But in further illustration of the subject, I would add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland; latterly a more distinguished Professor in the United States. In an Address at an educational meeting in Boston, "On the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children, and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of nature in our day lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible."

### 10. *School Excursions as a Practical Means of Instruction.*

The Superintendent of Public Instruction in the State of Kansas, thus points out a practical and suggestive way of interesting children in the study of Natural History. He says:—

"Excursions to the Fields and Woods, to the Hill sides and deep Valleys, afford an excellent opportunity for observing and studying Nature in her various departments.

The Pupils should be encouraged to collect and preserve specimens of the different varieties of Plants. Every variety of Mineral, from the most common Clay to the Gem, specimens of Rocks, and Mineralized Animal and Vegetable remains. They will soon learn that an abundance of Shells in a Fossil, or petrified state, are found in Limestone; of Vegetables in Sandstone, Slate, Clay, etcetera; and numerous Bones, and even whole Skeletons of Quadrupeds, Birds, Amphibious Animals, Fishes, and also Insects, occur in Rocks of various descriptions."

"The formation of Cabinets, Herbaria and Aquaria should be encouraged in every School. An Aquarium in a School Room is a source of never ending interest. It opens a new department in Nature hitherto but little studied."

The present French Government has provided for making these School Excursions a practical benefit. M. Jules Simon, Minister of Public Instruction under Ex-President Thiers, in a Circular addressed to the Head Masters of Lyceums (dated September, 1872), dwells on eighteen points of suggested reform in the French School System. We confine ourselves to the following:—

"School Excursions are to be made from time to time by the Scholars, accompanied by some of the Teachers. The topography and history of the place to which the Excursion is made are to be studied beforehand, and such Excursions shall embrace ancient Castles, important Ruins, famous Battle Fields, Museums and Factories, or shall simply be of a Botanical, or Mineralogical character."

#### HINTS ON MAKING NATURAL HISTORY COLLECTIONS FOR THE SCHOOLS.

In connection with the foregoing on "School Excursions" the *Journal of Education* for Nova Scotia, of April, 1907, contains an admirable series of papers on the subject of "Nature Collections" and kindred subjects, apparently under the direction of the Chief Superintendent of Education for that Province. The Paper on "Making Nature Collections" has been prepared by W. H. Muldrew, B.A., D. Paed, of the Macdonald Institute, Guelph. The Chief Superintendent has, in connection with this subject of "Nature Study," issued an interesting Leaflet on "Local Nature Observations" for aiding Teachers to interest their Pupils in observing the times of the regular procession of Natural Phenomena each season." It says:

Teachers will find it one of the most convenient means for the stimulation of Pupils in observing all Natural Phenomena when going to and from the School, and some Pupils radiate as far as two miles from the School Room. The "nature study" under these conditions would thus be mainly undertaken at the most convenient time without encroaching on School time; while, on the other hand, it will tend to break up the monotony of School travel, fill an idle and wearisome hour with interest, and be one of the most valuable forms of educational discipline. The eyes of a whole School daily passing over a whole School Section will let very little escape notice, especially if the first observer of each annually recurring Phenomenon receives credit as the first Observer of it for the year. The Observations will be accurate, as the facts must be demonstrated by the most undoubted evidence, such as the bringing of the specimens to the School when possible or necessary.

The Leaflet then gives the titles under which special Local Observations are to be made in their season, videlicet:

1. Wild Plants, etcetera, 52 in all. The Classical name is given with the list from "Spotton," or "Gray's Manual."
2. Cultivated Plants, 13 in all, (also with classical names).
3. Farming Operations, 7 in all; such as Plowing, Sowing, Planting, etcetera.
4. Meteorological Phenomena, 8 in all, such as Rain, Snow, etcetera.

5. Migration of Birds, etcetera, 20 in all, also with classical names,—thus giving one hundred subjects in all for observation.

The Paper on this most interesting subject extends to twenty-two printed pages and is illustrated with a number of useful appliances for making the Nature Collections suggestive, which the Pupils can use. The Nova Scotia system provides for the establishment of Rural Science Schools and School Gardens. The Master of such a School is required to hold an Agricultural Diploma, in order to receive an appointment. The details of the School Gardens are given in the Regulations on the subject.

#### 11. *Drawing: Its Importance and Value in our Schools.*

1. So important and necessary was Drawing, (which is now prescribed in our Schools), felt to be as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following Law on the subject:—

“The General Statutes are hereby amended so as to include Drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

“Any City, or Town, may, and every City and Town, having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial, or Mechanical, Drawing, to persons over fifteen years of age, either in day, or evening Schools, under the direction of the School Committee.”

#### 12. *Technical Education: Its Purpose and Object.*

This subject is thus defined by the Board of Education in the State of Massachusetts:—

“Technical education is instruction in the peculiar knowledge or special skill required in any business or occupation,—the training in which will render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as Mechanic, Farmer, Sailor, Engineer, Teacher, Merchant, Architect, Minister, Doctor or Lawyer. As the education of the Common Schools fits the youth for the performance of his general duties as a citizen, so the Technical School prepares him for the special duties of his trade or profession. Divinity, Law and Medical Schools, for special or technical instruction in those professions, have long been in successful operation.”

Schools of Technology for Artisans are of quite recent origin in England, the United States, and, I am happy to say, in Ontario, also. Early in 1871, the Government of Ontario sent two Commissioners (Doctors Hodgins and Machattie), to the United States to make inquiries “in regard to Schools of Practical Science.” As the result of these inquiries, a “College of Technology” was established in Toronto in that year. In France, Switzerland, and in most of Germany, the education of artisans commences when they are Boys at School. Experience has shown that this is the proper time to begin this kind of instruction, as Boys are remarkably apt in picking up knowledge of this kind, (which appeals to their senses); besides, it gives a pleasing variety to the otherwise, and to them, monotonous routine of School.

The Honourable Henry Barnard, a noted American Educationist, thus strikingly refers to this instinct of a Boy's nature. He says:—

“The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our Public Schools will do more than anything else to popularize Art, and give the whole people a taste for Art in its nobler as well as simpler forms.”

#### 13. *What Technical Education has Done in England in Sixteen Years.*

The Secretary of the Board of Education in Massachusetts says:—

“In this branch of Education, as in many others, Germany, Switzerland, Austria, and Belgium, have taken the lead, leaving England and America far behind. In the great Exhibition in London, in 1851, English workmen excelled in nine-tenths of the



one hundred departments, but in the Paris Exposition of 1867, they excelled in only one-tenth. During those sixteen years, Artists, Mechanics, Engineers, and Chemists, trained in Technical Schools, had entered the workshops of Europe, and by means of their knowledge had transferred to the Continent of Europe the supremacy England had so long enjoyed. England, alarmed at the Report of her Jurors at the Exposition, at once established Technical Schools in many of her largest Cities, and has determined that hereafter her citizens shall be at least as well educated as those of continental Europe."

#### 14. *Educational Conditions of Successful Labour.*

From an elaborate Essay of Doctor Jarvis, of Massachusetts, I make the following extract:—

"In the performance of all labour of the body, there are two things to be considered:—1. The nature and character of the material on which the operation is to be done; 2. The force by which this is to be effected. It is necessary to adapt the force to the condition of the matter in which changes are to be made, and to apply it in such a way and manner as to produce the desired results without injury to the operator or the subject of the work.

"The Carpenter works on wood; the Smith on metals; the Brickmaker on clay; and the Farmer on the earth. Each must comprehend the nature and condition of the substance to which he applies his hands or his tools, and the best way of making this application, in order to accomplish his purposes."

#### 15. *Summary of the Effect of Education on Labour.*

"The cost of educating a Labourer,—of setting him to think, and fitting him to expend his forces to advantage,—is very small. The few years of youth when the body is comparatively weak, the expense of Teachers, Books, etcetera, are but small sacrifices compared with the gain. The return in increased productive power is great and permanent. It is the difference between the skilful and quickly moving and the unskilful and slow workman, between the large and certain and the comparatively small and uncertain producer."

#### 16. *What Constitutes National Wealth.*

"The wealth and income of the nation is but the aggregate of the wealth and income of all its Members. The body-politic has then an interest in everything that tends to increase the productive power of the people. As Education has this effect by sharpening the perceptive and strengthening the reasoning faculties, as it sets people to observing and thinking, and thereby enlists the quickened and energized mind as a co-operator and aid to muscular action, and enlarges men's capacity of creating value, so it is both the interest and the duty of the Government to see that none be allowed to enter the responsible period of life without this means of doing the best for himself and for the State.

"The late Earl of Carlisle, a man of unusual acuteness of observation, and of generous, comprehensive sympathies, travelled several years ago through most of the States of this Country. He took great pains to enquire into the domestic and social condition of the people, their education, their habits, and manner of working and of living. After all his experience and study here, he said to a friend:—"If every man and woman in your Country were educated as are the natives of Massachusetts, there is no telling the power and the wealth of your Nation."

#### 17. *Provision for Teaching Vocal Music in our Schools.*

1. Vocal Music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the Report of the Secretary of the Board of Education in Connecticut, for last year. It is the testimony of multitudes of Teachers, that music helps instead of hindering progress in other Studies. It stimulates the mental faculties and exhilarates and recreates Pupils when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In

singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation,—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship,—is admitted by the most successful Teachers. Trouble in the School Room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In Primary Schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and the right use of the vocal organs, speaking, reading, singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies.

2. In an Address, delivered before the National Teachers' Association, at Cleveland, Ohio, an eminent Teacher and authority says:—

“Music should enter into Common School Education, because,—

“1st. It is an aid to other Studies.

“2nd. It assists the Teacher in maintaining the discipline of the School.

“3rd. It cultivates the æsthetic nature of the child.

“4th. It is valuable as a means of mental discipline.

“5th. It lays a favourable foundation for the more advanced culture of later life.

“6th. It is a positive economy.

“7th. It is of the highest value as a sanitary measure.

“8th. It prepares for participation in the Church service.”

And again:—

“Through the medium of the music lesson the moral nature of the child may be powerfully cultivated.

“Music meets the demands of that nature; it infuses itself into his life; it entwines itself about his heart, and becomes a law of his being. Hence, his songs may more directly and powerfully than any other agency give tone and direction to his moral character; they may be made the means of cultivating his nationality and patriotism; they may promote a love of order, virtue, truth, temperance, and a hatred of their opposites; they may subserve his religious advancement, implanting lessons at once salutary and eternal.”

#### 18. *Facilities for Giving a Practical Commercial Education in the Schools.*

As I intimated last year, one of the felt wants in our System of Public and High Schools, has been facilities for giving Boys instruction in matters relating to Commercial and Business transactions. That want has been supplied, and both in the High and Public School Law, provision has been made for giving Pupils instruction in subjects relating to Commercial Education. For years this subject has received attention in the Model School of Ontario, and Boys have been thoroughly prepared in Book-keeping and other kindred branches, so as to fit them at once for practical work in the Counting-house and other departments of Mercantile life. The result has been that Boys trained there have been much sought after by Merchants and others. In the Schools generally, beyond a little theoretical Book Keeping, no special attention has been hitherto paid to Commercial subjects, but in the new Programme of Study prescribed for the Schools, Pupils are required:—

“1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

"2. To know the definition of the various Account Books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry.

"3. To know how to make original entries in the Books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

"4. To be able to journalize any ordinary transaction, and to be familiar with the nature of the various Accounts in the Ledger, and with the mode of conducting and closing them.

"5. To be familiar with the forms of ordinary Commercial Paper, such as Promissory Notes, Drafts, Receipts for the payment of money, etcetera.

"6. In the English Course for the High Schools, Pupils are required to be acquainted with commercial forms and usages, and with practical Telegraphy."

### III.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. Since the passage of the School Act of 1871, very much attention has been given to the subject of School House Accommodation, and the expenditure in this direction during 1871, 1872 and 1873, is largely in advance of any previous years. The extracts which I have given from the Reports of the County Inspectors, are full of interest on this subject. They show:—

(1) The actual condition of the School Houses in the rural parts of the Country.

(2) The laudable desire on the part of most of the Trustees and ratepayers to remedy the lamentable state of things which has been pointed out to them.

(3) The apathy, timidity, or penuriousness which influence the remainder to do nothing.

2. Were it not vouched for by the written testimony of the Public School Inspectors, who have examined and reported to the Department upon the state of the School Houses and Premises under their jurisdiction, it could scarcely be believed that Trustees and Parents would, in so many cases, have allowed their children to congregate, day after day, and year after year, in the miserable hovels which, up to two years ago, had existed as so-called School Houses in many parts of the Province. And yet so it was. Neither the ill-health of the Teacher, nor the listless faces of the children, added to the warning of Medical men, or the counsel of Local Superintendents, could, in many localities, rouse Trustees, or Ratepayers, from their apathy. "Their fathers, or other relations, or friends, had gone to the School, and it was good enough for them." This, or some equally valueless excuse, was too often their reply, and hence nothing was done, or would be attempted. Not even, in many cases, would the spirited example of their neighbours in other localities influence them; and often, in inverse ratio to the wealth of the neighbourhood, would the spirit of selfish economy prevail, and even be defended on the plea of poverty!

#### 1. Prizes for Plans of School Sites and School Houses.

With a view to encourage as well as develop a taste and talent for improved School House Accommodation, and to enlist the energies and skill of the local School Authorities in this good work, I decided to issue a Circular offering prizes for the best plans of Sites and School Houses. In this way I have sought to give a further illustration of a principle which I have always held, and which has always characterized the administration of our School System from the beginning. This principle is, that the Department should seek rather to aid the people to help as well as educate themselves through themselves, than to take the matter out of their hands, or compel them to do what was obviously their duty to do. During the coming year, (1874), I hope to be able to have constructed from these Plans and other sources a series of plans for adoption by the School Trustees.

#### 2. Provision of the Ontario Law on School House Accommodation.

1. The new School Act very properly declared that Trustees "shall provide adequate Accommodation for all the children of School age [*i.e.*, between the ages of five and



twenty-one years, resident] in their School Division" (i.e., School Section, City, Town, or Village). [It also provides that "no School Section shall be formed which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such Sections shall contain more than four square miles,"]

### 3. *Characteristics of a Good School House.*

In a recent edition of the School Laws of Michigan, it is truly stated that "the essential characteristics of a good School House are:—1st, a sufficient amount of space to accommodate the School and its Classes; 2nd, a convenient distribution of room in Halls and School Rooms to allow free movement of the Classes and of the entire School, without crowding, or confusion; 3rd, an arrangement of Lights, such as will throw an equal and sufficient illumination throughout the Room; and 4th, adequate provision for warming and ventilating the Rooms. To these may be added as desirable features, ample and pleasant School Grounds, good Walks and Out-houses.

### 4. *Necessity of Public Sanitary Measures in the Schools.*

School management, proper in kind and degree, good Buildings, scientifically constructed Furniture, and clearly printed Text Books, will obviate much of ailments in Schools. The enlightened interest and co-operation of the Medical profession are also much needed, and their advice should be sought and followed by all interested in the health of Schools.

### 5. *Experimental Inquiries in Regard to School Hygiene.*

The following correspondence with the Education Department will show what is done elsewhere on this most important but most neglected subject of School Hygiene.

Doctor Carpenter, of Montreal, in enclosing a Circular to Doctor Hodgins, Deputy Superintendent, from the Massachusetts State Board of Health, says:—"My excellent friend, Doctor Winsor, wishes to collect the experiences of Canadians as well as of his own countrymen on School Hygiene; and I promised to direct a few Circulars to leading Gentlemen. Principal Dawson, of McGill College, gave me your name to represent Ontario. Will you kindly answer as many of these questions as you can; and give any other information at your command; and add to it the opinions of any Physician or Educationist you think valuable."

His note, with the accompanying Circular, has been referred to Doctor Sangster, a Physician, as well as an experienced Educationist. He returned the following reply:—

"I append hereto brief replies to the questions in the Circular I received from you this morning:—

*Question 1.* Is one sex more liable than the other to suffer in health from attendance on School?

I am of opinion that up to the age of puberty the sexes are about equally liable to suffer in health from attendance at School.

*"Question 2.* Does the advent of puberty increase their liability?

"The advent of puberty does, I believe, materially increase this liability on the part of Girls; but its effects are, comparatively speaking, but little observable on the part of Boys. It cannot be doubted by any intelligent Physician, at least, that very many of the distressing ills that afflict American women, more especially in Cities and Towns, may be traced to the pernicious habit of compelling Girls at or about the age of puberty to ascend and descend long flights of stairs in passing to and from recitation. This evil, which is observable in all Public Schools, held in Buildings three or four stories in height, is particularly noticeable in the City and Town High Schools, where the mode of organization assigns certain subjects to each Teacher, instead of placing each grade in charge of an instructor. Canadian School Houses being seldom or never more than two stories high, we consequently, in great measure, avoid the injurious effects referred to.

*"Question 3.* Is the injury most apt to fall on the osseous, respiratory, digestive, or nervous system?

"In very early childhood, when the nervous centres are highly vascular, and the bones are more or less plastic, these parts of the organism are peculiarly subject to injuries arising from over-excitement and abnormal positions incident to attendance at School. At puberty the vital energies are mainly directed to the development of the individual. One consequence of the rapid growth incident to this period is, that the Pupils' muscular system, unless it be hardened by constant exercise, becomes relaxed, and should conservative measures not be employed, roundness of shoulders, curvature of spine, are apt to supervene. Another consequence of the unusual activity of the system at this epoch, is seen in the greater liability which then manifests itself on the part of the nerve centres to respond to morbid impressions, to receive, as it were, an unnatural twist or bias, and to form, what, for want of a better term, I may call nervous habits of an unhealthy character. Many years' experience has satisfied me that the inanition, or confirmation of the epileptic habit peculiar to puberty, as well as Hysteria, Chorea, Chlorosis, and other disorders, proceed in no small measure from the unhappy School mismanagement of youth at or about the age of puberty. This no doubt arises from the fact that increased excitability of the nervous system is invariably associated with increased activity of the general organism, so that the nerve centres which could easily have resisted the strain of study and worry under ordinary circumstances, give way when this is added to the exhaustive demands made on behalf of physical development. It will be observed that I am of opinion that the osseous and nervous systems are more directly liable to injury in early School days, and at or about the time of puberty. The respiratory and digestive systems of course suffer indirectly in consequence of the evils referred to; and in proportion as the physical circumstances of the School are faulty, these functions suffer directly, but not more it is thought, after puberty, than before.

"Question 4. Does the eyesight often suffer?

"The eyesight does unquestionably often suffer. It is weakened by cross-lights in badly constructed rooms: by the effort to read the small type used in printing our School Books; by the dead whiteness of the paper used in Text Books, and still more by the glazed whiteness of that used for copy and note books; by the amount of light thrown by glare and reflection into the eye when the Pupil is permitted to study or write either by day or night, with the light directly fronting him. Then also shortness of sight may not unfrequently be traced to the carelessness of Teachers in permitting their Pupils to read, or study, with the Book so near the eye as to shorten or reduce the limit of distinct vision, and thus develop the habit of shortsightedness.

"Question 5. What opinion does your experience lead you to entertain in regard to study out of School, in addition to ordinary School attendance?

"In graded Schools where the time of actual attendance is chiefly spent in teaching, *i. e.* not merely hearing recitations and supervising study, no evil is likely to arise with children over ten years of age, by requiring one or two hours home study. In Schools where a part of the day is devoted to School study, *i. e.* the preparation of lessons under strict superintendence, it may be questioned whether it is necessary, or judicious, to require any home study. With children under ten years of age, the custom of assigning lessons for home work is more honoured in the breach than in the observance.

"Question 6. Is a single long Session different in its hygienic influence from two short Sessions?

"Two short Sessions of say two and one-half or three hours each, separated by a recess of one or two hours for dinner, amusement and exercise, are, in my opinion, greatly preferable in a hygienic point of view, to a single long Session of five or six hours. Even the short Sessions referred to should be broken by an intermission of ten or fifteen minutes. While long School Sessions are, as a rule, to be deprecated, it would be well that the Teachers should possess discretionary power within certain restrictions, to run the morning Session into the afternoon on wet and stormy days. This would afford the means of preventing the physical discomfort and injury arising from exposure to the weather, in going home to dinner and returning, and the evils consequent to sitting in wet or damp clothing during the afternoon Session.

"Question 7. Do your observation and experience enable you to separate the hygienic influence from that of emulation, anxiety about work, (say of work from "worry"), also from the influence of confinement, bad air, etcetera?

"Study is not necessarily associated with worry, emulation, confinement, bad air, etcetera, and cannot *per se* be regarded as being in any essential degree inimical to health. Plenty of hard mental work is not incompatible with the highest perfection of functional integrity and regularity of the physical being. In childhood as well as in adult life, provided plenty of bodily exercise and good sound refreshing sleep are secured, even severe mental labour cannot be regarded as prejudicial. Sleep and exercise are the safety valves of the hard-worked brain. A Boy who sleeps soundly for eight, or nine, hours each night, and who takes three or four hours' vigorous exercise



at ball, cricket, skating or other outdoor amusement, or labour, every day, is not likely to suffer from any mental strain, from any ordinary or even extraordinary amount of study. Perhaps one great reason why Girls are more liable to suffer than Boys from attendance at School, arises from the lack of plenty of vigorous physical exercise. Of course when unhealthy emulation and rivalry, and over-anxiety and worry are suffered to exert their disturbing and depressing influences, to curtail the time devoted to exercise, and render the sleep unrefreshing, the effect of continued mental application is certain to be injurious. The evils arising from confinement and bad air, and other defective physical conditions of Schools are quite distinct from those arising from over-study and over-excitement. Such conditions would exert a baneful influence upon those concerned, even although all attempts at study, or teaching, were abandoned. Still it is possible that in a School Room where ventilation is neglected, mental or nervous injury may result from the constant effort to whip up or stimulate the flagging energies of a brain partially paralyzed, or narcotized, by the non-depurated blood circulating through it.

*"Question 8. Is the occupation of School-going worse hygienically than other occupations in which children would engage, if not at School.*

*"In a properly ventilated School, pleasantly located, not overcrowded, and under judicious management as to mechanical arrangement, modes of discipline and government, Course and methods of instruction, it is believed that School-going is not only not worse hygienically than other occupations in which children engage, but that it ought to be less inimical to health and physical well-being than most. Very much, however, in this connection depends upon the Teacher. If he is a master-workman, of sound judgment and discretion, acquainted with the principles of his craft, and especially with the laws of mental and physical hygiene, in a properly located, well-constructed, justly organized, School, the danger of evils arising from School attendance and study is so slight that it may be disregarded.*

*"Question 9. Have you any opinion based on observation of the so-called 'half time system'?"*

*"I have had but little experience in the so-called 'half-time system,' and I am not, therefore, in a position to offer any decided opinion. I am, however, firmly convinced that seven in place of five should be the minimum School age, and that up to nine years of age, Pupils ought not to spend more than three, or at most four, hours per day in School.*

*"Question 10. How can our Schools be modified to improve their hygienic influence?"*

*"I have incidentally answered this question in part. In addition to what has already been said I may state my opinion:—*

*"(a) That the tasks assigned to Pupils both for home preparation and School work are commonly too long and too indefinite; the child is not taught how to set about their preparation, and his crude and misdirected efforts result in physical and mental exhaustion, without being productive of success, except perhaps in the very unsatisfactory direction of committing words to memory. We want in our Schools less setting of tasks and hearing of recitations and more teaching; less pouring in and more drawing out; less surfeit of memory and more development of faculty.*

*"(b) The Discipline of our Schools, the system of rewards and punishments, the arrangement of School work and alternation of School studies; length of recitations, etcetera, are in many respects organically faulty in the extreme. We can perhaps only hope to secure real improvement here by judicious Normal School training and Institute Lectures.*

*"(c) The physical conditions of our Schools are still lamentably defective in many respects. Systems of Ventilation, which read well on paper, are found to be in practice worthless. Both here and in the modes of heating Schools there is room for indefinite improvement. The admission of light, the toning of paper for use in School Books, the arrangements for cleanliness both of School and Out-houses; the moral government and oversight of children in the Play Ground and Offices; the construction and arrangement of School Furniture. No prescribed positions while sitting, or standing; the locality of the School and nature of its surroundings, the whole subject of School amusements, etcetera, are among the more obvious circumstances in regard to our Schools, which demand much more attention than they have heretofore received.*

*"JOHN H. SANGSTER, M.D."*

NOTE. In the remaining portion of this Report I have, (as it will be seen), left out a large portion of the remarks made by the Chief Superintendent in it, as they were made by him in previous Reports and, therefore, not necessary to be again reproduced here.



In regard to pure air in Schools, the Michigan State Superintendent remarks:—

"Ventilation becomes easy as soon as it is known that it is embraced in these two essential operations, videlicet:—1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a Room unless the foul air is crowded out, and it will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues, as I have seen in some of our School Houses, for the egress of bad air, while there is no provision for drawing in a supply of fresh air. If the flues worked at all, it would be simply to empty the room of all air,—an impossibility."\*

*Switzerland.*—Doctor Breiting, of Basle, has examined the air of the School Rooms of that City. From the result of this examination we select one, taken in a Room measuring 251.61 cubic metres (2,921.88 cubic feet, equal to a room twenty-four feet long, fifteen feet wide, and eight feet high), having 10.54 square metres (115.77 square feet), of windows and doors, and containing, on the day of examination, fifty-four children.

Time.	Amount of carbonic acid gas.
7.45 a.m., commencement of School .....	2.21 per cent.
8 a.m., end of first recitation .....	4.80 "
9 a.m., after the recess .....	4.07 "
10 a.m., before a brief recess .....	6.87 "
10.10 a.m., after the brief recess .....	6.23 "
11 a.m., end of School hour .....	8.11 "
11.10 a.m., the room being empty .....	7.30 "
1.45 p.m., commencement of School .....	5.03 "
2 p.m., beginning of recess .....	7.66 "
3 p.m., end of recess .....	5.03 "
4 p.m., end of singing lesson .....	9.36 "
4.10 p.m., the room being empty .....	5.72 "

In *Hamburg*.—Following the example of Switzerland, experiments have been made to ascertain the amount of carbonic acid gas contained in School Rooms. The maximum was found to be about five per cent., which is altogether too much. As the pure air of the atmosphere only contains .0004 per cent., and as one per cent. is really injurious to health, endeavours are being made to remedy this evil by a better system of ventilation.

*Saxony.*—At the sixth annual meeting of the Saxon Medical Society, held at Dresden in November, 1871, a Resolution was moved to petition the Ministry to introduce instruction in hygiene, at least in all the higher Schools. All Teachers have to keep a regular account of the vaccination of their Scholars.

*Wurtemberg.*—The Ministry has published a decree, giving special sanitary Regulations for Schools. Each School must have a Play Ground and Gymnastic Apparatus, and separate Rooms for the two sexes; the length of the School Rooms must not exceed 12 metres, and the height must be at least 3.4 metres. Great care is recommended as to the paint used for walls and furniture, that it does not contain any poisonous matter. Earthenware Stoves are recommended in preference to Iron Stoves. In every School there is to be a separate Room for the Teacher, and in larger Schools a Room for Scientific Collections. Every School Room must have a Wash Bowl and Towel, and a Cloak Room. Rooms, staircases and entries must be swept daily, and scoured at least four times a year; there must be good light and ventilation; and the temperature of the School Room is never to be less than about 62 degrees. If in Summer the Thermometer shows 77 degrees in the shade during the forenoon, there is to be no School in the afternoon. The Scholars should be afforded an opportunity of changing their position by letting them sit and stand alternately.

*Great Britain.*—The School premises must be healthy, well lighted, drained and ventilated, properly furnished, supplied with suitable Offices, and contain in the principal School Room at least eighty cubic feet of internal space, and in the School Room and Class Rooms, at least eight square feet of area for each child in average attendance.

\*NOTE.—The pure atmosphere contains .0004 carbonic acid gas, and more than 1 per cent. of carbonic acid gas is generally considered detrimental to health.

## IV.—COMPULSORY ATTENDANCE, THE COMPLEMENT OF FREE SCHOOLS.

The principle of Free Schools—a free and open School door to every child in the land,—having been unanimously conceded by the Legislature, it becomes a serious question, whether so great a boon shall be rendered practically valueless or not, to a considerable portion of the community, from the apathy of those most interested.

In answering this question, it is necessary to understand the object which the Legislature had in view in granting the boon of Free Schools. It should be for no light reason, or for no unimportant objects that the Legislature should lay down the broad, yet highly benevolent, principle, that the entire property of the Country should bear the whole burden of providing a free and liberal education for every youth in the land. Nor is it unimportant; for the very adoption of so broad a principle of taxation shows that the Legislature regarded it as one of those momentous social questions, which could only be met and solved by it successfully, by the frank and unreserved adoption of a principle, so comprehensive in its character, as that of universal taxation for education,—or Free Schools.

Society has had so many terrible lessons of gross evils, which ignorance and its twin-sister, Crime, have entailed upon it, that it has at length learnt the truly wise one, that to banish ignorance, education must be universal, and that to prevent, or lessen, crime, education must be Christian in every part, and be an ever-present and restraining influence upon it. If, however, those least capable of appreciating so great a boon as free and Christian education, and who, at the same time, from the growth of ignorance among them, are capable of inflicting the greatest injury upon society, refuse to accept it, it becomes a legitimate question whether society has not the right, as it has the power, to protect itself, or whether, with that inherent power of protection, it will suffer ignorance and crime to triumph over it. Such a question is easily answered. The instinct of self-preservation,—of common sense,—the best interests of humanity, and of the very class which rejects the boon, all point to the one solution, the only remedy—compulsory enforcement of the right which every child possesses, that he shall not grow up a pest to society, but that he shall enjoy the blessings which a Christian education can alone confer upon him.

2. *The Compulsory Features of the Ontario School Law.*

The provision of the recent School Law of Ontario on this subject is the legitimate consequence of the adoption of the principle of Free Schools; for if every man is to be taxed, according to his property, for the Public School education of every child in the land, every Taxpayer has a right to claim that every child shall be educated in the various branches of a good English education; otherwise the Law is a mere pretext for raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the Ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural Guardian, or Parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the Law, in this respect, is milder and more guarded than the corresponding one in other Countries where Public School education is provided for and guaranteed to every child in the Country. According to the new Act, no Parent, or Guardian, is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one will no doubt be enacted by the Legislature hereafter. . . . .

## V.—SUPERSEDING SCHOOL SECTION DIVISIONS, AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION.

Since the date of my last Report, I am glad to observe that a movement has been made, in various parts of the Province, towards the abolition of School Section divisions, and the establishment of Township Boards of Education. . . . .

### *Amendment of our own School Law relating to Township Boards of Trustees.*

In a Memorandum addressed to the Government in 1871 on some amendments to the School Law, the following suggestions were made:—

"The 14th Section of the School Act of 1871 might be amended so as to provide that School Sections which have erected good School Houses of a certain valuation to be determined, should be exempted from taxation for new Houses in other parts of the Township where this had not been done. It might be well to consider whether it would not be better further to amend the Law, so as to authorize two or three of the existing School Sections, (according to the size of the Township) to unite and elect one member to the Township School Board, to retain the existing boundaries (subject to alteration by the Board), for taxation purposes, but to abolish them so far as they now restrict the right of each Ratepayer to send his child to the School of the Section in which he pays School rates."

## VI.—ADDITIONAL NORMAL SCHOOLS FOR THE PROVINCE.

1. It is gratifying to observe that one of the most important results of the operation of the School Law of 1871 has been the almost simultaneous demand all over the Province for additional Normal Schools.

2. The impulse which the uniform Examinations of Public School Teachers throughout the Province has given to the profession, can scarcely be over-estimated. When brought to the test of a uniform standard of excellence, many Teachers throughout the Province felt that they were much below that standard, and a desire sprang up among them that they should avail themselves of the advantages of Normal School Training without delay. Hence the desire for the establishment of additional Normal Schools at various places in the Province.

### *1. The Value of Normal School Training in Ontario.*

3. We have in our own Province abundantly demonstrated the value to the Schools, and to the profession of teaching, of the Normal School established in 1847, and so successfully conducted for the last twenty-five years.\*

There are many among us who remember not only the inferior character of the teaching practised in most of our Schools twenty-five years ago, although there were many excellent individual Schools), but also the characterless class of very many of the Teachers who were freely employed all over the Province. . . . There were in many cases noble exceptions, in which men of sterling character, and unexceptional attainments, were employed; and these Teachers and their labours are remembered with gratitude in many neighbourhoods to this day.\*

### *2. Number of Normal Schools Elsewhere.*

There are in England and Scotland thirty-eight Normal, or Training, Schools. (almost entirely denominational), and one in Ireland. These Schools were in 1870-71

\* And yet, such Normal School training was practically deprecated by the Gore District (now the County of Wentworth) Council, in a Memorial which it presented to the Legislature in 1847, in which it stated that "a Normal, (with elementary Model Schools), however well adapted to . . . the wants of the old and densely populated Countries of Europe . . . are . . . altogether unsuited to a Country like Upper Canada. . . . Nor do your Memorialists hope to provide . . . Teachers by any other means . . . than by securing, as heretofore, the services of those whose physical disabilities from age, render this mode of obtaining a livelihood the only one suited to their decaying energies." etcetera. Page 115 of the Seventh Volume of this Documentary History.



attended by upwards of 3,000 Students. Admission to them was by competitive examination, open only to those who intend to adopt or follow the profession of teaching, and who have either served the apprenticeship of "Pupil Teacher" or were over eighteen years of age.

The expenditure for these Schools is about \$600,000 per annum. The original cost of the buildings for them was \$1,540,050.

In the German Empire there are about one hundred public, and forty private, Training Schools for Teachers.

In Norway and Sweden there are fifteen Normal Schools; in Switzerland, four; in Portugal, two; and several for females are projected under the new School Law of Turkey.

*Hungary.*—During the last three years the Hungarian Government has expended 75,000 florins for raising the standard of Education among the Teachers, by enabling some of them to take a journey, and make themselves acquainted with the System of Instruction in other Provinces and foreign Countries, and to study at certain foreign Seminaries. . . . Twenty new Seminaries are to be established, and those gentlemen who have returned from such educational journeys will be appointed Professors.

*Belgium.*—There are three kinds of Normal Schools in Belgium, videlicet, Government Normal Schools, two; Normal Courses, (sections Normales Primaires), five; the Normal Schools not supported by the Government, (Ecoles Normales Agrées), seven; making the total number of Normal Schools fourteen.

#### VII.—COUNTY TEACHERS' INSTITUTES.

In my last Report I stated and gave examples of the earnest desire felt among Teachers for the establishment of County Teachers' Institutes, as authorized by Law. In reference to this desire, and in compliance with applications of Teachers made to him, Doctor Sangster, late Head Master of the Provincial Normal School, has gratuitously devoted a large portion of his time, during the Summer and Autumn of the current year, in holding Teachers' Institutes in no less than seventeen Counties, and has engaged to hold Teachers' Institutes in several other Counties. The expenses of these Institutes have been defrayed by the Teachers themselves, and the attendance at them has averaged 142 Teachers, varying from 77 to 310 Teachers. At these Institutes Doctor Sangster has delivered fourteen public Lectures, and no less than one hundred and thirty-eight Institute Lectures to Teachers. Doctor Sangster's abilities as a Lecturer, as well as Teacher, are of the highest order, and his experience varied and practical. The more than two thousand Teachers who listened to his instructions and illustrations were delighted and profited, and, in all cases, expressed an earnest desire that he would repeat his visit. These extemporized Institutes have proved powerful auxiliaries to the Normal School training of Teachers, and have inspired the Teachers with an ardent interest in their profession, and an earnest desire to improve themselves in it. I trust that provision will be made for holding these Institutes annually in all the Counties of the Province, as a most potent additional agency to elevate and increase the efficiency of the Public Schools and of the Teacher's profession.

##### 1. *Stimulating Effects of Teachers' Institutes.*

The Superintendent of Iowa thus describes the effect of Teachers' Institutes in his State:—

"In some of the Counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the Teachers' profession in those localities, and on the School Officers, and on the condition of the Schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent,

they are thus demonstrated to be, not only an indispensable link in that admirable system of State supervision, which keeps the machinery of popular Education running; but also, and chiefly, a stimulus to the Teacher, and through him a mighty agency for arousing and shaping all the School elements of the Country. The framers of the Law have borne testimony to the value they place upon this part of the School work, by providing that a Teacher's attendance upon an Institute, whilst the term of his School is in progress, shall cause no reduction in his stipulated wages; and that it shall even be made binding upon him, as a condition for his securing a Certificate, that he be in attendance, unless unavoidably prevented.

"One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion:—'No other agency has done more to strengthen and vitalize our system of Public Education than the meeting of Teachers, School Officers and friends of Common Schools, in what are known as Teachers' Institutes.'"

## 2. *Suggestions as to Mode of Conducting Teachers' Institutes.*

The Superintendent of the State of Minnesota makes the following general remarks on the mode of conducting Institutes. Full instructions, however, will hereafter be issued on the subject:—

"In order that a Teachers' Institute may be profitable to those in attendance, the teaching exercises should be by the best and most experienced Teachers than can be procured. The character of the teaching must be confined principally to instruction in methods and matters strictly professional; and less to the instruction in the branches of study required to be taught in School. . . .

"Questions were submitted to the Class during each exercise, for the purpose of fixing more firmly the principles enunciated. At the close of each day some time was spent in answering questions from the 'Question Box.'"

## 3. *Written Examinations at the Close of the Institute.*

The following valuable practical suggestions occur in the last Report of the State Superintendent of Maine; that of holding written examinations for Certificates at the close of the Examination. . . .

"The written Examination on the closing day of the Institute has constituted one of the chief features in the Institute work of the State. . . . It serves as a point to reach, a mark to aim at during the preceding days; it stimulates the industrious to increased activity, and drives away the drones; it indicates the weak point in the Teacher's attainments, and intimates the direction for future efforts; especially does such an Examination bring to the surface and to notice the truly meritorious and persistent Teacher,—persistent in a laudable determination and ambition to master his profession. . . ."

## 4. *Provision for Superannuation in Other Countries.*

Provision has, since 1851, been made in Great Britain and Ireland for the retirement and superannuation of Teachers. . . .

In Germany proper, Teachers' Widows receive an annual pension of 100 florins and Teachers' Orphans of 20 florins.

In Hesse a new pension law has been passed which enables superannuated Teachers to pass the close of life in comparative ease.

In Sweden and Norway certificated Teachers of the Elementary School, who have reached sixty years of age, receive, on retiring, after thirty years of service, three-fourths of their annual income as a pension. Pensions are also granted, in some cases, after twenty-five years of service, but with some deduction in amount.

In Belgium the Government has taken a lively interest in the Teachers, and endeavours to ameliorate their position by presenting to Parliament the draught of a new Law, according to which the provincial pension funds of Teachers are to be united into one common fund, and the contributions are to be raised considerably, while the number of years entitling to a pension is to be lessened.

In the German Empire much has been done during the last few years to increase the pensions of superannuated Teachers. . . .

In Bavaria the Government intends to increase the salaries of all Teachers in active service by granting an increase of Salary after several years of service, by giving pensions to superannuated Teachers, and by taking care of the Widows and Orphans of Teachers.

In Hesse the Chambers, in September, 1871, discussed the position of the elementary Teachers, and almost unanimously resolved to urge the Government to raise the decidedly insufficient Salaries, and the pensions of Teachers' Widows.

Basle City pays the largest pensions to Teachers' Widows and Orphans. The pensions vary from 150 francs to 450 francs annually, according to length of service.

In Geneva the Cantonal School Board resolved to discontinue the system of paying pensions to Teachers from the Cantonal treasury, but to make the existing Teachers' Widows and Orphans' Union more useful by making it obligatory for all Teachers to join this Union, and thus raising the amount of the contributions to it.

### 5. *Distinctions of Honour Conferred on Teachers.*

The following examples of the honour paid to successful Teachers in Europe will be read with sincere pleasure. I should rejoice to see a provision in our School Law whereby there would be some means of officially marking the public sense of obligation and respect to long and successful teaching in this Province. What was so gracefully done in this direction elsewhere should also be done in Canada:—

As a characteristic sign of the times, it deserves to be mentioned that during the year 1871, one Teacher received the golden Cross of Merit of the First Class, seven the golden Cross of Merit of the Second Class, and eight Teachers the silver Cross of Merit of the First Class,—all for long and faithful services in the cause of Education. A few short years ago this would have been impossible in Austria, as the elementary School Teachers were, as a general rule, considered but little better than servants, or day-labourers.

The father of the present Minister of Public Instruction lives at Würzburg as a simple elementary Teacher. On the 12th September, 1871, he celebrated the fiftieth anniversary of his having entered the Teachers' profession, in which he, during this long period, had been an untiring and enthusiastic worker. On this occasion he was decorated with the Ludwig's Order, and was honoured by a congratulatory Letter from the King's own hand.

At the Town of Bremgarten, Mr. Kottman celebrated the fiftieth anniversary of his having entered the Teachers' profession. It is of rare occurrence that a man will be able to stand the wear and tear of fifty years' service as a Teacher, and it was, therefore, but a fit tribute that the whole Town united in doing honour to this veteran on his festival day.

## IX.—THE PRESENT SYSTEMATIC INSPECTION OF THE SCHOOLS.

No one can read the extracts from the general remarks of the Public School Inspectors, which are published in the Appendix to this Report, without being impressed with the fact of the competence and efficiency of the present Inspectors of the Public Schools.\* They have, as a whole, entered upon their work with a heartiness, an intelligence, and a zeal which augurs well for the future welfare of the Schools, and which indicates a reality and thoroughness in the work of supervising the daily work in them. . . . .

### 2. *Spirit in which Inspection should be Performed.*

The Regulations in regard to inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted, that they need not be repeated here. . . .

\* These extracts, being voluminous, are not inserted here. They can be seen in the Appendix to the Journals of the House of Assembly for 1872.



### 3. *Summary of the Benefits of a Thorough System of Inspection.*

The State Superintendent of Maine, in his last Report, thus sums up the benefits of an efficient system of inspection for the Public Schools. "It promotes" (he says):—

- "1st. An increased interest among the People in relation to Public Education.
- "2nd. Systematic efforts to improve the Schools on the part of Educators and School Officers.
- "3rd. An improvement in the scholarship of Teachers, and in the quality of their instruction.
- "4th. More intelligent supervision on the part of Trustees.
- "5th. A quick appreciation and promotion of those who are likely to prove our best Teachers.
- "6th. Increasing indirectly the average attendance of Scholars.
- "7th. Raising the compensation of Teachers.
- "8th. Furnishing the State with a number of competent Institute Instructors.
- "9th. Elevating and sustaining public sentiment in giving it a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence."

### X.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

One important object of the Law of 1871 was to discriminate, by a clearly defined line in the Course of Study, between Public and High Schools, and to prescribe a separate Programme of Studies for High Schools. In practice it had been found that, in the anxiety of Trustees and Masters of a majority of our High Schools to crowd children into these Schools, in the hope thereby to increase the Grant to their Schools, they had virtually merged the High into the Public School, with the nominal addition in most cases, of only a little Latin and Greek. The object of the High School Sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work.

The objects and duties of the High Schools are two-fold:—

First, commencing with Pupils, who, (whether educated in either a Public, or Private, School) are duly qualified, the High Schools are intended to complete a good English education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various Public Offices in the service of the Country.

The Second object and duty of the High Schools, (commencing also with Pupils duly qualified), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

### 2. *Objections to the High School Programme.*

Objection has been made to the Programme as too "high" for the Schools.

Those who urge these objections forget two things:—

First, that High Schools are not, and cannot, under the Statute, be made elementary Schools, any more than can Colleges and Universities be legitimately made High Schools; and secondly, that it is the Legislature, and not the Council of Public Instruction, which has prescribed what subjects shall be exclusively taught in our High Schools,—that the Programme is not an arbitrary dictation of subjects on the part of that Council, but is simply the mere arrangement, in a convenient and intelligible form, of the subjects which the Legislature itself has decided to be essential subjects of study in High Schools. The Legislature has declared that in each High School there shall be taught "all of the higher branches of a good English and Commerical education." As an evidence of the flexibility of the High School Law, the Legislature has

further provided most liberally that some of these Schools may be Classical, and some of them English, High Schools. No provision has, however, been made by the Legislature, nor authorized by the Regulations, for giving instruction in the elementary branches, either in "preparatory," or other unauthorized, Classes in the High Schools. The Legislature has already made such ample provision in our Public Schools for teaching these subjects, that to teach them in the High Schools would be an interference with the province of the Public Schools. It has, therefore, wisely restricted the teaching in the High Schools to "all the higher branches of a good English and Commercial Education." The Council of Public Instruction, if it has erred at all, has done so in the direction rather of lowering than of maintaining the proper standard of High School instruction which the Legislature has set up. Thus for instance the Legislature has declared that in the High Schools shall be taught "all the higher branches of an English and Commercial Education," etcetera. And yet the Council has fixed the standard of admission to High Schools quite below these "higher branches;" for it has permitted Pupils to enter High Schools from a point midway between the third and fourth, (out of the six), Classes which are prescribed for the Public Schools. We have, therefore, the singular fact presented to us, that both Public and High Schools are doing substantially the same work as laid down for the fourth (in part), fifth and sixth Classes of the Public Schools, and for the first, second and third Classes of the High Schools!

### 3. *The True Place of the High Schools in our National System of Education.*

Again, it has been urged that a lower grade, if not a narrower range of subjects would be quite sufficient for the wants of the Country; and that it is unreasonable to require High School Boards to bring these Schools up to the prescribed Legislative standard, as laid down in the Official Programme.

A more unwise and untenable objection could not have been urged. Those who do so, look at the question from a purely local and narrow standpoint. They forget that the fundamental principle involved in the adoption by the Country of a complete "National System" of Education, stands opposed to such views, and that a National System must of necessity leave no room for private, or denominational, efforts to supplement it, but must include within itself a systematic and complete gradation of Schools from the lowest elementary School up to the University itself, without a missing link, or break in the chain. They either forget, or ignore, the fact that this is the theory,—the very fundamental principle on which our Canadian "National System" of education is based; and that while the Legislature has strictly defined the limits and functions of each class of its national Schools, it has most liberally provided in an ascending scale of remuneration for the support of each class.

Thus, it provides for the elementary Public Schools, and declares that they shall be free to every youth in the land. Next it provides specifically for a superior grade known as "High Schools," which shall form the connecting link between the Elementary Schools and the University, and declares that these Schools shall teach such "higher" subjects, and such "higher" subjects only as it prescribes. Lastly, it sets apart a liberal portion of the public domain for the maintenance of a Provincial College and University, (the functions of which are also defined by Parliament itself).

These Institutions in their teaching are not allowed, nor do they think of interfering with, or trenching on the domain of the High Schools, as do many High Schools on that of the Public Schools, even beyond that point which is allowed by the Council, (as is urged), as a matter of right and of expediency.

### 4. *Objection as to the Number of Teachers in the High Schools.*

Secondly, objection has been made to the number of Teachers to be employed in the High Schools. On this point the Legislature has given no doubtful expression of

its opinion. In the Statute of 1853, as consolidated in 1859, it prescribed certain subjects of instruction for the High Schools, and declared that provision should be made for teaching these subjects according to a Programme and General Regulations prescribed by the Council of Public Instruction, and in a subsequent part of the Act it specifically defined the duties of Trustees, and distinctly declared that it should be "the duty of each High School Board [in making provision for teaching the prescribed subjects according to the Programme and General Regulations], to appoint the Master and other Teachers in such School, and to fix their Salaries and prescribe their duties." . . . . . (See Chapter VIII of the Twenty-third Volume of this Documentary History, on this special subject).

5. *Ample Provision now made by the Legislature for the Support of High Schools.*

Up to 1871, it was urged with some force, that while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necessary means towards defraying the expenses of doing so. This was doubtless true to some extent in past years, but in 1871 it left the Boards without excuse on this ground. The Statute of that year, as we have shown, prescribed certain additional subjects of instruction for the High Schools, (which gave a symmetry and completeness to the Course of Study in them), but it also provided most liberally for enabling the Trustees to support these Schools and pay their Teachers. Not only did it in that very year increase the High School Grant from \$57,000 to \$70,000, but it also required the County and City Councils to provide by local assessment, and to furnish the Trustees with \$35,000 more,—making a total of \$105,000, or an average of \$1,000 for each High School!

Further, for the first time, the Legislature authorized each High School Board to call upon the Council, or Councils, of the Municipality, or Municipalities, in which the High School was situated, to provide whatever additional sum it might require "for the School accommodation and maintenance" of the High School; and it made it the imperative duty of the Council to provide these sums without question. While, therefore, the Legislature required each High School Board to provide for teaching "all the higher branches of an English and Commercial [or Classical] Education," and to employ a Head "Master and Teachers" to do so, it also (in the School legislation of 1871), provided the ample means, (as we have shown), of \$105,000, as a preliminary fund, at the rate of about \$30 per Pupil, for the support of High Schools.

6. *Vast Difference in the Ratio of the Grant to High and Public Schools.*

We will now contrast the liberality of the Legislature as shown to the High and to the Public Schools. It has been often said that the Legislature is willing to do anything for the Public Schools, but is chary in its favours to the High Schools. This we will show to be simply a mistake,—a popular error. The Legislature had indeed liberally fostered the Public Schools, and the policy of the Education Department in the administration of the Law has always been to stimulate local exertion, and to encourage a general interest in these "Colleges of the People." In this matter success has signally crowned its efforts; and the Public Schools of to-day stand well in popular esteem, and our School System, as a whole, maintains a high reputation abroad. But, in the matter of Legislative aid to the Public and High Schools, the latter have immeasurably the advantage, proving that the favour shown to them rather than to the Public Schools has been very marked and decided. Thus, while the Legislative Grant to the Public Schools in 1872 was only forty cents (40 cts.) per Pupil, it was within a fraction of twenty dollars (\$20) per Pupil to the High Schools! Even with the addition to the Legislative Grant of the prescribed Municipal Assessment, the Public Schools only receive at the rate of eighty cents (80 cts.) per Pupil, while the High Schools generally received within a trifle of thirty dollars (\$30), and several of them more; for as each High School is entitled by Law to a minimum Grant at the



rate of at least \$400 per annum, no matter how small its average attendance may be, it has followed that some Schools have received, (including the County Assessment), an aggregate sum of from \$35 to even \$45 per Pupil in average attendance!

#### 8. *Standard Fixed in New Brunswick, 1846.*

Even as long ago as 1846, the Legislature of New Brunswick, in its Act, 9th Victoria, Chapter 60, prescribed that the following subjects should be taught in its County Grammar Schools, in addition to the elementary subjects of "Orthography, Reading, Writing, Arithmetic and English Grammar,") videlicet:—"Composition, Ancient and Modern History, Natural History, Natural Philosophy, the practical branches of Mathematics, the Use of the Globes, the Latin and Greek languages, and such other useful learning as may be deemed necessary." It also prescribed that "there shall be an average number of fifteen Scholars, over ten years of age in daily attendance" in every Grammar School.

#### 9. *Trained Teachers for High Schools.*

In order to secure a class of better educated men for High School Masterships, the present Law was passed, requiring that each High School Master should be a Graduate (in Arts), of some University in Her Majesty's Dominions. Experience has proved the necessity of the addition of some training on the part of these gentlemen in the art of teaching, before undertaking the new and responsible duties of the Mastership of a High School.

### XI.—COLLEGIATE INSTITUTES, OR LOCAL COLLEGES.

The High Schools having been thrown open to Girls, and provision having been made in them for giving a purely English Education apart from Classics, it was thought desirable to prevent the possible extinction, in our Educational System, of a purely Classical School, which would serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached by any High School, the Trustees of which desired to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty Boys in Greek, or Latin, and the employment, *bona fide*, of at least four Masters, who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools. It is hoped that the establishment, throughout the Country, of local Colleges, of the comparatively high standard which such Institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the Country, and will promote, in the highest degree, the best interests of superior education throughout the Province.

### XII.—THE ESTABLISHMENT OF INDUSTRIAL SCHOOLS.

Although the School Law of 1850 authorized Boards of Trustees in Cities, Towns and Villages, to establish "any kind, or description, of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "Street Arabs" of our Cities, Towns and Villages, the Section of the Act authorizing the establishment of these Schools was passed, as follows:—"42. The Public School Board of each City, Town and Village may establish one, or more, Industrial Schools for otherwise neglected children, and make all needful Regulations and employ the means requisite to secure the attendance

of such children, and for the support, management and discipline of such School, or Schools." The Third Section of the Act also provides, "that refractory Pupils may be, where practicable, removed to an Industrial School."

With a view to afford information in regard to the manner in which Industrial Schools are managed elsewhere, I add the following sketch of the routine in an "Industrial School for Girls" in Connecticut. The State Superintendent in his Report says:—

"The number of Girls now in the School is nearly eighty. In most of them a marked improvement is noticed, both in conduct and study. Sixty per cent. were Orphans. In nine cases out of ten their Parents had been criminals, or intemperate. Their early associations and surroundings were vicious and corrupting. The results prove the necessity of such an Institution. Already a manifest change is noticed in their language and conduct. The habits of order, neatness, obedience, industry and study here formed are all reformatory in their tendency. . . . ."

"The Girls are allotted, one each month, to various departments, as Cooking, Washing, Ironing, Sewing, etcetera. Every one has a task for the morning, and all work is completed by the ring of the first bell at 1.30 p.m., when the Girls prepare for School, where they remain from 2 to 5 p.m."

The School Report of Massachusetts thus speaks of the Industrial School in that State:—

"The observations upon the reformatory character of this School, and its reflex influence upon Boys inclined to truancy are confirmed by yearly experience. A system of rewards for meritorious conduct, by which a Boy is able to reduce his sentence, has been put in practice, to a limited extent, with the best results. One Boy has been pardoned as a reward for good conduct. . . . ."

The Minister of Public Instruction refers to the Industrial Schools in the Kingdom of Holland as follows:—

"Such Schools have, during the last year or two, been founded in some of the larger Cities. In the Amsterdam School there are at present 104 Scholars (all Boys); these receive an Education which will enable them to earn a living immediately on leaving the School. Fourteen hours a week are set apart for instruction in Arithmetic, Writing, Mathematics, Geography, Chemistry, and Natural Philosophy; sixteen hours for instruction in Cabinet-making, Blacksmith's work, Turning, Telegraphy; eighteen hours for Drawing, Designing, and Modelling. The whole course occupies three years.

"There is likewise at Amsterdam an Industrial School for poor Girls, where for twenty guilders a year, (about eight dollars), Girls are instructed in Drawing, Music, Sewing, Knitting, Embroidering, Nursing of the Sick, and the elements of Medicine and Pharmacy."

### XIII.—SUMMARY VIEW OF THE STATE OF NATIONAL EDUCATION IN VARIOUS COUNTRIES.

Having completed my more minute survey of our own system of Public Instruction, I would now devote a few pages to a brief survey of what is doing in the same direction in the principal educating Countries in the World. . . . .

The information which I have gathered is taken chiefly from the Report of the United States Commissioner of Education at Washington for 1872.

#### 1. *England and Wales, Code of 1872.*

1. . . . .
2. The Parliamentary Grant is administered by the Education Department.
3. The object of the Grant is to aid local exertion, under conditions, to maintain,—  
(a) Elementary Schools for children; and (b) Training Schools for Teachers. . . . .
5. Aid to maintain Schools is given by Annual Grants to the Managers, conditional upon the attendance and proficiency of the Scholars, the qualifications of the Teacher, and the state of the Schools.
8. Officers are employed to verify the fulfilment of the conditions on which Grants are made, to collect information, and to report the results to the Education Department.
9. These Officers are Inspectors appointed by Her Majesty, on the recommendation of the Education Department, and persons appointed by the Department, as occasion requires, in the capacity of acting Inspectors, or Inspectors' Assistants.

10. No Grant is paid except on a report from an Inspector, showing that the conditions of the Grant have been fulfilled.

17. Before any Grant is made to a School, the Education Department must be satisfied that,—

(a) The School is conducted as a Public Elementary School, and no child is refused admission to the School on other than reasonable grounds.

(b) The School is not carried on with a view to private emolument.

(c) The School Premises are healthy, well lighted, drained and ventilated, properly furnished, supplied with suitable Officers, and contain in the principal School Room at least eighty cubic feet of internal space, and in the School Room and Class Rooms at least eight square feet of area for each child in average attendance.

(d) The principal Teacher is certificated.

Exception.—Evening Schools may be taught by Pupil Teachers, who have completed their engagement with credit.

(e) Notice is immediately given to the Department of the date at which the Teacher enters on the charge of the School, from which date the Grant is computed.

(f) The Girls in the School are taught plain Needle-work and Cutting out, as part of the ordinary course of instruction.

(g) The infants, if any, attending the School, are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children. . . .

18. The Grant may be withheld if, on the Inspector's Report, there appears to be any serious *prima facie* objection. A second inspection, wherein another Inspector takes part, is made in every such instance; and if the Grant is finally withheld, a special minute of the case is made and recorded.

19. Grants are made as follows:—

(a) The sum of six shillings per Scholar, according to the average number in attendance throughout the year.

(b) For every Scholar present on the day of examination, who has attended not less than 250 morning or afternoon meetings of the School.

(1) If above four, and under seven, years of age at the end of the year, (a) eight shillings, or (b) ten shillings if the infants are taught as a separate department by a certificated Teacher of their own, in a Room properly constructed and furnished for their instruction.

(2) If more than seven years of age, twelve shillings, subject to examination, (Article 28), *videlicet*:—Four shillings for passing in Reading; four shillings for passing in Writing; and four shillings for passing in Arithmetic.

20. One hundred and fifty attendances qualify for examination:—(a) Scholars attending School under any half-time Act, and (b) Boys above ten attending School in a rural district.

21. If the Time Table of the School, in use throughout the year, has provided for one, or more, specified subjects of secular instruction beyond Article 28.

A Grant of three shillings per subject may be made for every day Scholar, presented in standards IV—VI, who passes a satisfactory examination in not more than two of such subjects.

22. *Grants to Evening Schools.*—The Managers of a School which has met not less than eighty times in the evening in the course of a year, as defined by Article 107, may claim,—

(a) The sum of four shillings per Scholar, according to the average number in attendance throughout the year. (b) For every Scholar who has attended not less than fifty evening meetings of the School, seven shillings and sixpence, subject to examination, *videlicet*, two shillings and sixpence for passing in Reading; two shillings and sixpence for passing in Writing, and two shillings and sixpence for passing in Arithmetic. . . .

## 2. Germany.—Organization of the German Schools.

At the close of the war with France, demands were made on all sides for a uniform organization of the German Schools, comprising a uniformity in the plan of instruction, the Central, Provincial, and Local Administration, Examinations, Education of Teachers, Salaries and Pensions.

### *The New Prussian School Law of 1872.*

The following is a literal translation of the New Prussian School Law of March 11th, 1872, assigning the superintendence of all the Schools, Private and Public to the



State, that is to say, to the political society, and withdrawing this superintendence from the Clergy, as Clergy, or Priests, although the latter might be, and indeed are largely appointed by the State, as School Superintendents. The text of the Law is as follows:—

“We, William, by the Grace of God, King of Prussia, ordain, in conformity with Article 23 of the Constitution of January the 31st, 1850, with the consent of both Houses of Parliament, for the whole Monarchy, as follows:—

“Section 1. Abolishing every Decree, or direction in single portions of the Law to the contrary, the superintendence over all Institutions of Instruction and Education, Private and Public, belongs to the State.

“Section 2. The appointment of Local and District School Inspectors belongs to the State alone. The commission given to the State Inspectors of Primary Schools can be recalled at any time, if it be a secondary and additional, or an honorary office.

“Section 3. This Law does not touch the participation in the superintendence of Schools belonging to the Communes, nor Article 24 of the Constitution of January the 31st, 1850.

“Section 4. The Minister of Public Instruction is charged with the execution of this Law.

“Given at our Court at Berlin, March 11th, 1872.

“WILLIAM.

(Signed by) “BISMARCK, (and the seven Ministers of the Prussian Cabinet).”

#### *School Programmes.*

A peculiar feature of German educational literature is the School Programme, published annually by the Gymnasias and the Real-Schools. It is an ancient and time-honoured custom, that every year the Director, or one of the Professors writes a scientific essay on a subject chosen by himself. Many of these essays possess the highest literary merit, and they embrace the most varied subjects, as the following Table for the year 1870 will show:—

Subjects.	No. of Essays.	Subjects.	No. of Essays.
Philology .....	245	Philosophy .....	11
Education .....	208	Geography .....	7
History .....	76	History of Art .....	4
Natural Sciences .....	69	Bibliography .....	2
Mathematics .....	47		
Theology .....	18	Total .....	687

#### 3. *Iceland.*

In Iceland, where every person can read and write, public instruction has an almost patriarchal character. Public Schools, in the proper sense of the word, there are none. The head of a family instructs his children and servants, and every year the Pastor comes twice to examine the progress they have made. He also continues the education received at the parental home, and thus it is no rare case to find Farmers well versed in natural sciences and even in foreign languages. In Iceland, knowledge is considered the best and most valuable property a man can possess, and the long and gloomy winter evenings are in most of the Farm-houses spent in reading the best Authors of all nations and ages.

#### 4. *Russia.—Private Educational Enterprises.*

Great zeal is manifested by the Provincial and City Authorities for the furtherance of education. Thus the Municipal Council of St. Petersburg (*Duma*) has appropriated an annual sum of 75,000 roubles (3 francs 75 centimes each) for the establishment and maintenance of twenty-eight new Elementary Schools. The City of Riga has also appropriated a sum of money sufficient to found and maintain six new Elementary Schools. . . .

5.—*France.—Views of Professor Philarète Chasles.*

When, on March 8th, 1871, Professor Philarète Chasles, of the College de France, delivered his famous Lecture on "The Prussian Race," he ascribed the German victories partly to the precision of the military movements, and the excellent army organization, but also, partly to the superiority of the German Popular Education over the French system. . . .

6. *Turkey.—Prizes for Turkish Text Books.*

The Government has set prizes for the Text Books written in the Turkish language. The highest prize will be given for a Turkish Grammar; eleven first prizes and eleven second prizes will be given for Text Books on Morals, History, Biography, Geography, Poetry, Orthography, Reading and Writing. It is the intention of the Government to make the Schools more and more national, and to abolish the old Arabian system. . . .

7. *Italy.—Provincial Educational Administration.*

With the exception of the institution for superior instruction, which range directly under the Ministry, each Province has its own Provincial Administration, composed of the Prefect of the Province, the School Superintendent, and six Councillors. . . . Each Province is subdivided into Districts, each of which has its Inspector. . . .

(NOTE. The extended reference to the School Systems of the United States is omitted, as they have been previously referred to in detail).

GENERAL CONCLUDING REMARKS.

1. *The Religious Element in our Schools.*

My own views as to the possibility of imparting to the daily teaching of the School a moral and religious tone, and of the practicability of the Teacher bringing home to the young hearts of his Pupils the glorious truths of our common Christianity, are so admirably expressed by a Prelate of the Episcopal Church in the United States, that I insert them in this place. Bishop Whipple, of Minnesota, in a recent Address at an Educational Convention, uttered the following impressive and eloquent remarks:—

"The Common School, the Normal School, and the University, are the endowments of the State. The urgent necessities of the State created them. They are our common heritage. I am sure that the things that keep us apart are for the most part things which never have been, and from their nature never can be, of the essentials of the faith. I am sure that whenever we realize this, and long for a regained brotherhood, we shall begin to feel heart beat against heart, and hand be joined unto hand.

"There are truths that underlie all obligation. The Teachers of this day owe it to themselves and to their work to strive to get out of this din and conflict of sectarian strife into a higher atmosphere of faith.

"My fellow Teachers, in such a field God has given us our work,—it is to lay broad and deep the foundations of a Christian State, which will soon have its million of souls. Do all work unto God. Plant your feet in His truth. Be His soldier to hate all shams and cant and cunning lies,—to be sure in thought,—in word,—in deed,—to have that gentleness, which is learning as a child sitting at Christ's feet, and that patient toil which knoweth how to work and wait, believing in God's promise that 'He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him.'"

2. *Conclusion and Recommendation.*

I have thus, as stated to your Excellency last year, again entered somewhat fully into an exposition and justification of the various new features of our System of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, in this report, the many friends

to our School System with the facts and reasonings illustrative of the necessity for the recent changes in our Law, which influenced me in endeavouring to embody in our School Law certain great principles which underlie and are common to every really comprehensive System of National Education. In fact, no intelligent person can carefully read over the extracts which I have given of the views and proceedings of Educationists in other Countries without coming to the conclusion, that to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating Countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendations which I have made with a view to improve the School Law of this Province,—recommendations which were founded, (as I have shown in this Report), upon the knowledge and experience of the most accomplished Educationists of the present day.

After nearly thirty years' service in promoting what I believed to be the best interests of our School System. I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary "Report on a System of Public Instruction for Upper Canada," which I submitted to the Government in 1846.\* It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effects to these views, and, with the Divine favour, to secure and perpetuate to my native Country the inestimable blessings of a free, comprehensive, Christian, education for every child in the land.

TORONTO, October, 1873.

EGERTON RYERSON.

## CHAPTER XXIX.

### STATE OF EDUCATION IN THE PROVINCES OF THE DOMINION OF CANADA, IN 1872.

NOTE. From the Annual School Reports of the various Provinces of the Dominion, published in 1873, I have condensed the following interesting information in regard to the state and progress of Education in the various Provinces of the Dominion in 1872:—

Province.	No. of Schools.	No. of Pupils.	Teachers.		Expenditure.
			Male	Female.	
1. Ontario.....	Public..... 4,490 Separate..... 171 High..... 104	454,662 7,968	2,626	2,850	{ \$2,207,364 173,172
2. Quebec.....	Public..... 3,169 Dissentient... 209 Superior..... 685	137,412 7,513 78,188	not reported.	not reported.	{ 1,100,790 71,000
3. Nova Scotia.....	Primary..... 1,429 Academy..... 17 Colleges..... 6	91,637 617 182	806	726	{ 495,439 53,372
4. New Brunswick.....	Parish..... 884 Gram. School. 3 Normal " 1 Model " 1	39,702 135 65 69	281	373	250,000
5. Prince Edward Island	Primary..... 383 Gram. School. ....	15,235	1	1	not reported.
6. Newfoundland.....	.....	281	209	135	not reported.
7. Manitoba, estimated...	.....	11,211	not reported.	not reported.	8,000
8. British Columbia.....	.....	1,200	not reported.	not reported.	8,346
	.....	411	10	2	

\* This Report is printed on pages 140-211 of the Sixth Volume of this Documentary History.



The particulars for each Province are given as follows:—

### I. PROVINCE OF ONTARIO.

The year 1872 has been a prosperous year in Ontario, so far at least as its educational expenditure is concerned. The operation of the School Law of 1871 has had a salutary effect in stimulating this expenditure, and is thereby providing not only a better class of School Accommodation, but in securing to the Teachers a small increase in their stipends.

The number of Public Schools in Ontario is 4,490, and of Roman Catholic Separate Schools 171, total 4,661, being an increase of 63 over 1871. The number of Pupils attending these Schools was 454,662, increase 8,326. The number of male Teachers employed is 2,626, of female 2,850, total 5,476, increase 170. The amount paid for Salaries of Teachers in 1872 was \$1,371,594; increase over 1871, \$180,118; the Expenditure for Sites and for the erection and repairs of School Houses, Fuel, Maps, Apparatus and Prizes, etcetera, was \$835,770; increase \$223,952, or 37 per cent. over 1871, and 75 per cent. over the Expenditure for like purposes in 1870. Total Expenditure for Public and Separate School purposes in 1872, \$2,207,364; increase \$404,070.

The number of High Schools and Collegiate Institutes in operation is 104; the attendance 7,968; increase 478. The amount paid in Salaries to High School Masters was \$141,812; increase \$27,950; for the erection and repairs of High Schools, etcetera, \$31,360; increase \$7,196; total Expenditure for High Schools and Collegiate Institutes \$173,172; increase \$35,146. The grand total expended for Public and High School purposes in 1872 was \$2,380,536; increase \$439,216.

### II. PROVINCE OF QUEBEC.

*(The Honourable P. J. O. Chauveau, Minister of Public Instruction).*

The number of Elementary Schools in this Province is 3,169, attended by 137,412 Pupils; the number of dissentient Elementary Schools, 209; Pupils 7,513; total Elementary Schools 3,378; Pupils 144,925. The total number of Educational Institutions reported by the Minister of Public Instruction, (including Superior Schools, Academies, Colleges, etcetera), was 4,063, attended by 223,014 Students and Pupils, being an increase of 35 Institutions and 5,510 Students and Pupils. The total Expenditure for the Primary Schools was \$1,100,790, and for Superior Education \$71,000; total \$1,171,790.

### III. PROVINCE OF NOVA SCOTIA.

*(The Reverend A. S. Hunt, M.A., Chief Superintendent of Education).*

There are 1,679 School Sections in the Province of Nova Scotia, but in only 1,429 of them were Schools reported to have been in operation in 1872. These Schools were attended by 91,637 Pupils, (out of a School population of 107,774, between the ages of five and fifteen), for a longer or shorter period during the year, leaving 16,137 children between those ages who did not attend School. 806 male and 726 female Teachers, (or a total of 1,532), were employed in these 1,429 Schools, and received Salaries to the amount of \$355,012. The number of School Houses erected was 110, at a cost of \$39,814. The estimated value of the School Apparatus in the Schools was \$50,209, and the estimated value of the School House property itself was \$732,688. There are ten "County Academies," attended by 2,548 Pupils; seven "Special Academies" attended by 617 Pupils; and six Colleges, attended by 182 Students. The Normal School was attended by 44 Pupils, and the Model School by 489 Pupils. The Expenditure on behalf of these Schools amounted to \$554,408, of which \$171,395 were provided by the Legislature. This Expenditure was incurred in the following proportions, videlicet:—Public Schools and County Academies, \$495,439; Normal and Model

Schools, \$4,596; Special Academies, \$22,842; and Colleges, \$31,530. The Expenditure on behalf of poor Schools was \$10,877, including \$6,660 from the Legislature.

#### IV. PROVINCE OF NEW BRUNSWICK.

(*Mr. Theodore H. Rand, M.A., Chief Superintendent of Education*).

The number of Parish Schools reported in operation in 1872 was 884, attended by 39,702 Pupils; Grammar Schools, 3, attended by 135 Pupils; one Training School, 65 Pupils, one Model School, 69 Pupils. Total, 889 Schools; Pupils, 40,206. The Superintendent estimates that at least 49,422 Pupils attended the Parish Schools during some portion of the year. Owing to the fact that the year was one of transition, the Report gives an incomplete view of the year's operations. We gather from it, however, that the year's Expenditure, on behalf of education in the Province during 1872, amounted to not less than \$250,000. There is one Training School with its Model School. The number of Teachers employed in the Province is 654,—281 male and 373 female.

One noticeable feature of the proceedings of the Education Department of New Brunswick was the issue of a most valuable series of Plans for School Houses. We have already, through the courtesy of Mr. Rand, been enabled to publish in the *Journal of Education* some of these excellent Plans. On the subject of these Plans, the Chief Superintendent says:—

“Nova Scotia was the first Country that provided by Statute for the classification of all the School-going children of populous districts into an ascending series of grades, according to the attainments of the children. The Common Schools Act of this Province contains a similar enactment, and means have been adopted, within the past two years, to secure some of the more obvious advantages of this mode of organization in the Province of Ontario. This important provision—contained in the 29th Section of the Common Schools Act,—has received the careful attention of the Board of Education during the year. Regulations 5-14 cover the whole subject of School Buildings, Furniture and Premises, adapted to the special requirements of the Law. The difficult subjects of the heating and ventilating of School Buildings have been examined with much care. There is no feature of the School service of greater importance to the Country than the character of the School Accommodation. It is quite within the reach of every School District to secure Houses and Furniture suitable for School work, and to arrange the School Premises in a proper manner. The question of expense scarcely enters into the subject, since a suitable equipment is not necessarily more expensive than an unsuitable one, and whatever is essential to the physical welfare of the children while at School cannot properly be withheld by any district. In order the better to assist the local parties in providing suitable accommodation, the Board resolved to publish Plans for the construction and furnishing of School Houses. Mr. J. T. C. McKean, Architect, St. John, was employed to prepare such designs and general specifications as would meet the requirements of the Act and the Regulations of the Board. After these designs were approved, they were lithographed by the St. John & Halifax Lithographic Co., and published in book form. A supply has been lodged with each County Inspector, and the use of the Plans can be had free of charge by any Board of District Trustees. Full sets of Working Drawings were also procured from the Architect, and the Education Office, through the Board of Public Works, supplies, on application, copies of these Drawings without charge to any district about to erect a new House. Considerable time and means have been expended upon these Plans, but I have felt justified, by the importance of the subject, in urging the Board of Education to make permanent provision for their supply. I know of no Country where this matter has been met in so satisfactory a way, and the result will be that in a few years New Brunswick will have healthy, convenient and comely School Houses.”

It will be seen by the Inspectors' Reports, that a good number of new Houses were built, York County alone having erected thirty. Special mention should also be made

of the two School Houses erected by the Trustees of the Town of St. Stephen, at a cost of over \$10,000.

#### REGULATIONS IN REGARD TO INSPECTORS—CLASSIFICATION OF SCHOOLS.

We heartily commend the following admirable Regulations, and the excellent suggestive remarks of the Chief Superintendent in regard to the proper classification of Schools and the plan of "payment by results."

*"Regulation 42.—Uniform Certification of Candidates for Inspectorships.*—In view of the operation of Section 11 of the Act, all Candidates for the office of Inspector shall, at or before the period assigned for the operation of such Section, have taught for a period of at least three years, and shall have obtained a license of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one Term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the Schools of the Province.

#### V. PROVINCE OF PRINCE EDWARD ISLAND, 1872.

*(Education is under control of a Provincial Board of Education).*

The Schools are under the control of a Provincial Board of Education,—that there are 383 of them in the Island, (including fourteen Grammar Schools), attended by 15,235 Pupils, and taught by 344 Teachers,—209 male and 135 female. The Island is divided into three Counties, and the Schools are inspected by three County Visitors. One Normal School exists at Charlottetown, but of it the Visitor for King's County says:—"Instead of being a Training School for Teachers, it occupies the anomalous position of being a High School for children in Charlottetown a little in advance of the other Public Schools."

#### VI. PROVINCE OF NEWFOUNDLAND.

The information in the School Reports of Newfoundland is very meagre. From them, however, we learn that the Island is divided into Districts, and in each District there are one or more Schools. These Schools are classified as follows:—101 Roman Catholic, attended by 5,535 Pupils; 22 Church of England, attended by 2,389 Pupils; 12 Wesleyan Schools, attended by 760 Pupils; 1 Presbyterian School, attended by 67 Pupils; 138 Government Elementary Schools, (mixed), attended by 7,159 Pupils, and 7 Government Commercial Schools, attended by 301 Pupils; total 281 Schools, attended by 11,211 Pupils. The Salaries of Teachers range from \$120 a year to \$400, average \$200. The Schools are under the control of two Inspectors,—one a Protestant and the other a Roman Catholic.

#### VII. PROVINCE OF MANITOBA.

The information received relating to Education in this Province is imperfect, as only the "*Rapport du Surintendant de l'Instruction Publique pour les Ecoles Catholiques de la Province de Manitoba*" has reached us. From this Report we learn that seventeen Schools have been established, and that they are attended by 368 Boys and 271 Girls; total 639. The cost of these Schools and their sources of income are not stated. The Legislature established a System of Education for the Province in 1871, and placed it under the control of two Councils of Public Instruction,—one a Protestant and the other a Roman Catholic. It also gave to each Council \$3,000 to assist them in maintaining their respective Schools.



## VIII. PROVINCE OF BRITISH COLUMBIA.

British Columbia, although educationally the youngest Province of the Dominion, bids fair to outstrip some of her sister Provinces in enterprise and efficiency. The Act organizing her System of Education was only passed on the 11th of April, 1872, and the first Report on the condition of the Schools was issued in September.

We are happy to be able to state that Mr. John Jessup, the first Superintendent of Education for the Province of British Columbia, appointed under the new Act, was formerly a successful Student of the Normal School in Ontario. He has, as we see from his Report, not failed to introduce into the British Columbia Schools many features of the Ontario School System, and the Law and most of the official Regulations are almost verbatim transcripts, (as far as they go), of those in force in this Province. The Text Books used also are chiefly the same as those authorized for use in Ontario. There is a Provincial Board of Education, which is authorized to examine and give Certificates to Public School Teachers, and to prescribe General Regulations for the Schools, etcetera.

The Legislative Educational Grant, for all purposes, is \$40,000 a year. Of this sum \$8,346 were expended for School House Building and repairs. The Trustees have no power to levy Rates, but all the expenses of the Schools are defrayed, upon the Certificate of the Superintendent, out of the \$40,000 Grant. There are in British Columbia (and Vancouver Island) 24 School Districts; in one-half of them only Schools were reported, and these were attended by 249 Boys and 162 Girls; total 411.

## APPENDIX TO THE TWENTY-FOURTH VOLUME.



TRINITY COLLEGE SCHOOL, PORT HOPE, ONTARIO.

## I. THE TRINITY COLLEGE SCHOOL, PORT HOPE.

Trinity College School had its origin in the Church of England School, which was opened at Weston by the Reverend W. A. Johnson, Rector of the Parish. In the year 1865 it was opened as The Trinity College School, under the Headmastership of the late Reverend C. H. Badgley, M.A. It was incorporated by the Legislature of Ontario in 1871.

In 1868 the Governing Body acquired a fine property, comprising about twenty Acres of Land, situated one mile east of the Town of Port Hope, overlooking Lake Ontario, and there new Buildings were commenced.

In 1870 the Reverend C. J. S. Bethune, M.A., became Headmaster, a position which he held for thirty years, and under him the School steadily grew in numbers and in public esteem. Handsome new buildings were provided and many generations of Boys received their education there.

The object of the Founders of the School was to furnish a first class education on the general lines of the great Public Schools of England. Two main features mark its work. Religious instruction is combined with secular training, and it is essentially a Residential School. Very few Day Boys are admitted, and they have to conform in every way to the Rules of the School. While the Religious Instruction is in accordance with the Tenets of the Anglican Church, provision is made for Boys who do not belong to that Communion.

In February, 1895, a great fire swept away the School Buildings, with the exception of the Gymnasium. At once, however, steps were taken to rebuild, and the present handsome fireproof Buildings were erected in their place.

The Chapel, which is designed by Mr. Frank Darling, of Toronto, is one of the most beautiful ecclesiastical buildings in Canada. A new Hospital and Infirmary has been built within the last year.

The Governing Body consists of the Bishop of Toronto, the Chancellor, Provost and Professors in Arts of Trinity University, the Headmaster, three Representatives of the Old Boys' Association of the School, and ten elected Members.

The following have been the Headmasters from the foundation:—

The Reverend C. H. Badgley, M.A., 1865-1870.

The Reverend C. J. S. Bethune, M.A., D.C.L., 1870-1891; 1893-1899.

The Reverend A. Lloyd, M.A., 1891-1893.

The Reverend R. Edmonds-Jones, M.A., 1899-1901.

The Reverend Herbert Symonds, M.A., D.D., 1901-1903.

The Reverend Oswald Rigby, M.A., LL.D., 1903, the present Headmaster.

During the period that the Reverend A. Lloyd was Headmaster the Reverend Doctor Bethune acted as Warden.

Among the Pupils of this School who have distinguished themselves may be mentioned the first head Boy, Doctor Osler, Regius Professor of Medicine at the University of Oxford, the Bishops of Nova Scotia, Chicago and the Philippines, the Chancellors of the Dioceses of Toronto and Niagara, Mr. Forster Boulton, Member for Huntingdonshire in the Imperial Parliament, Mr. M. S. McCarthy, Member for Calgary, and many others.

The School accommodates about 140 Boys, who come from all over the Continent. Twenty Bursaries of the value of \$195 a year are offered to the sons of Canadian Clergy. There are several valuable Scholarships and Exhibitions, and ten Entrance Scholarships for Boys under thirteen are offered for competition.—*Communicated.*

PORT HOPE, 1907.

## II. THE SCHOOLS OF PORT HOPE IN THE EARLY FIFTIES.

Doctor Henry Forbes, eldest son of Mr. H. G. H. Forbes, late of Her Majesty's Customs in the Town of Port Hope, lately paid a visit to the scenes of his childhood here. He was one of the senior Boys attending the Grammar School then held on the top story of Knowlson's Block, when Doctor Purslow first became connected with it in 1859. He, therefore, called on his old Teacher, and the two spent an interesting time talking over the incidents of those days and telling and hearing stories of "old Boys" who now are scattered far and wide. Doctor Purslow obtained from Doctor Forbes a promise to put the recollections of his School life in writing and send them to him at an early day. This he did, as follows:—

*Memoranda of the Schools of Port Hope in the Early Fifties.*

My earliest recollections of the Public School System of Port Hope dates from the summer of 1851, when the Town employed Mr. Thomas Watson to teach the primary grades of the Schools. There was no Grammar School at that time, but a higher education could be obtained at Private Schools. Mr. Thomas Spotton kept a Private School, and taught everything from the Alphabet to Homer. It was a small Frame Building of one Room, since burned down. The older Boys will remember going there.

In 1852, the first attempt to have a Grammar School was made. The Town then built two octagon School Houses, one on the plain just below Ward's Hill, the other in Englishtown. Mr. Watson was made Teacher of the former, and a Mr. Wright of the latter. These two Schools were the first of the organized Schools, which led up to the present School System. In 1852 the Town thought it best to organize a purely Grammar School and employed a Mr. Oliver T. Miller, a fine classical Scholar from Trinity College, Dublin. The School was located in a large Room on the left of the entrance to the Town Hall, which had then been just completed, where it remained for two years, under Mr. Miller's care until the Winter of 1854-5, and many of the older people of Port Hope can remember his good qualities, and fine abilities as a Classical Teacher. I remained in his School until his departure. Among his Pupils were the Burnhams, Smiths, Bensons, George M. Furby, Sisson, Sculthorps, Gladmans, McNaughtons, Mitchel, and many others. On his leaving the following was printed by George M. Furby at his Father's printing office, and hung up in the School Room:—

"Omnia bene

Sine pœna

Tempus est ludendi

Venit hora

Absque mora

Libros deponendi."

The School then was placed in the charge of Mr. McNaughton, one of the advanced Scholars. He only remained until the Fall of 1855, when the Board of School Trustees employed Mr. Brooks P. Lister, a young man from Christ Church, Oxford, who, although well educated, did not have the faculty of planting knowledge in our heads, and was allowed to resign in 1856. The School was then kept by him in a Room on Walton Street. Mr. Benson,—the Father of Judge Benson,—was the Chairman of the School Board, and with the Reverend Jonathan Shortt and others, did good service and organized the "United and Grammar and Common Schools," and employed a corps of Teachers, consisting of Mr. John Gordon, Principal; Mr. Launcelot Younghusband, Fourth Division; Mr. T. Watson, Third Division, and two female Teachers, Mrs. Grimison, and Miss Keown, of Toronto. Mr. Gordon did good work until his leaving in 1865. Mr. Younghusband was succeeded by Mr. Thomas Gordon, and he, by Mr. A. Purslow. Mr. Watson remained at his post for many years. Many of the old Boys of Port Hope, myself included, look with fond memories of his valued service and kindness. The Schools were removed to Mill Street about 1860, and on Mr. John Gordon's resignation, Mr. Adam Purslow was appointed Principal. The fine new Buildings on Pine Street were built after I left Port Hope, and gradually increased in efficiency under the able supervision of Doctor Purslow, until his retirement.

HENRY GORDON FORBES, M.D., "An Old Port Hope School Boy."



## III. THE GRAMMAR SCHOOL OF PORT HOPE.

The first Grammar School in Port Hope was opened in 1853, with O. T. Miller, M.A., a Graduate of Trinity College, Dublin, as Head Master. The Government Grant was about four hundred dollars yearly; the Pupils' Fees were, I think, about four dollars per quarter; but the number of Pupils did not exceed Twenty. The School was not a great success. Mr. Miller was a fine Scholar and a gentleman, but he was at a great disadvantage without an Assistant, or suitable Building in which to teach; for the Law made no provision for Grammar School Buildings. Afterwards, under the School Act, the Grammar School became united with the Public Schools, under the Headmastership of Mr. John Gordon, afterwards a distinguished Educationist in Ireland, and both Schools continued ever after to prosper . . . .

PORT HOPE.

GEORGE M. FURBY.









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